



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BIJOY KRISHNA GIRLS' COLLEGE

FIVE BY THREE MAHATMA GANDHI ROAD HOWRAH

711101

www.bkgc.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bijoy Krishna Girls' College, Howrah, a college with its humble beginning under the tutelage of a visionary Sri Bijoy Krishna Bhattacharya in 1st August, 1947 blossomed into the largest girls' college of the state. The college is included under Section 2(f) and 12(B) of UGC Act 1956 and was awarded 'College with Potential Excellence (CPE) in 2010. The college has been accredited by NAAC for the 1st Cycle in 2005 with B++ and 2nd Cycle with CGPA 2.82 in 2016. The college has received RUSA 2.0 Grant.

Since its inception the college has been steadily surging ahead adapting to the changes in the world around it but invariably retaining its core values of service, integrity, discipline and decency. Over the years there has been a conscious effort on the part of all involved to attain an outlook that is an ideal mix of tradition and modernity, discipline and freedom. At present the college has 20 (Honours and General), 6 General Programmes at the UG level, 5 Programmes at the PG level, B.Ed and 6 Certificate Programmes that equip students with market oriented skills. The total student strength of the college for the session 2019-2020 is 3762.

In the phase of last five years there has always been an effort to enhance the quality and scope of its educational initiatives through seminars, extension lectures and special lectures. Many erudite scholars have graced several such occasions that has enriched the students and teachers alike. A very bright group of 131 Faculty members add to this dissemination of knowledge.

Conscious efforts on the part of all stakeholders have contributed to a overall infrastructural development of the campus. New buildings and additional floors have come up and there has been a sea change in the teaching learning structure. Acknowledging the close relationship between habit and habitat the college has tried to provide a clean, refreshing and intellectually stimulating environment in which young women from diverse backgrounds may interact and develop into well-informed, socially-aware, mature and responsible citizens of a vibrant republic.

Vision

Bijoy Krishna Girls' College has an emblem which, is, the very epitome of Institution's Vision. The Vedic phrase "Sa Vidya Ya Vimuktoye" means knowledge which enlighten us and education which emancipates us from this materialistic world. Our Vision is:

To empower girl students through expansion of knowledge and to achieve academic excellence.

Established in 1947 on the eve of independence, the institution strived to achieve the following mission keeping in strict coherence with its vision.

Mission

- To enlighten and impart proper education to our students so that they can find their own niche in the society.

- To generate social economic and political awareness among the students in order to enable them to take up leading role in overall socio-economic development of the country at large.
- To promote the cause of girl students emerging from socially and economically backward strata of the society and assist them in establishing their individual entity.
- The college has sought not only to form and inform but also transform the students by attempting to work a wondrous alchemy of change and purification in young minds

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Bijoy Krishna Girls' college is centrally located and easily accessible by public transport
- The college has a very pro active, supportive and benevolent Governing Body which continuously advocates overall upgradation of the institution.
- The Principal of the college is a very dynamic person who provides outstanding leadership and believes in participating administration and is dedicated to bring the college up to greater heights.
- The college has highly qualified and dynamic faculty members who are not only committed to their academic endeavours but also to disseminate knowledge to foster all around holistic development of the student.
- The college has a very efficient and committed group of the non teaching staff who always provide strong support to the best of their ability.
- The college has a very effective IQAC which has played a pivotal role in all the developmental projects.
- Situated in the heart of the city the college has the necessary infrastructure, class room, a large library in the last five year period of substantial augmentation has taken place in the infrastructure.
- With support from all avenues the student of the college have been constantly securing very good results and there are rank holders in the University Examination.
- A number of value added courses have been introduced to equip the student with soft skill as a supplement of regular courses.
- The departments continuously monitor the overall development of the girls student through a very robust mentor -mentee system.
- All laboratories are well equipped and is continuously upgraded as per requirement of syllabi
- The college has a very active NSS unit which has been consciously participating in every possible outreach programme.
- The college has a hostel which “Home Away From Home” for girls who come from different part of the state.
- Over the years the college has converted to an eco-friendly campus through electricity saving, energy conservation, rain water harvesting, waste water management and green land scoping. Regular Green, Energy and Environmental Audit are conducted.
- The alumni members, many of whom hold a prominent position in the society play an important role in the development of college.

Institutional Weakness

Like every institution Bijoy Krishna Girls College Howrah also face a few constraints in its path- way which. The college acknowledges these shortcomings and make continuous effort to deal with the hurdle and maintain

its journey on the path of growth. The areas which required some consideration are,

Situated in an urban area the college faces space constraints as there is no scope of horizontal expansion

- The college has no scope of curriculum revision, assessment, evaluation, examination improvement as it is affiliated to the Calcutta University and has to abide by the rules and regulation of the same.
- Inadequate permanent faculty on government sanctioned posts.
- Weak socio-economic & education background of the student.
- Medium of instruction of most of the student in their school is Bengali. This often becomes a hindrance in higher education specially in science

Institutional Opportunity

Over the years the higher education institutions have evolved and advanced in to an Era of technological advancement and centre for socio-economic, political and cultural reformations along with education that add value to human life.

- The ever changing technological challenges of society are sources of demanding conditions
- To overcome inadequacy in permanent faculties through government sanction post.
- Recognizing the opportunities of the institution and though judicious planning is one of the most important task of the college authority
- The RUSA 2.0 Grant made it possible to create new infrastructure and improve teaching learning and research environment. This opportunity was fruitfully implemented through proper planning.
- The college aims to apply for CPE status of the second time to further the excellence of the faculties and student as well.
- The college wishes to increase institutional collaboration.
- To promote skill development courses to help the students to acquire additional quality.
- To start courses on Entrepreneurship Development so as to help the girl student to earn their own income in a independent capacity

Institutional Challenge

- To overcome language problem of the students coming from Bengali medium schools.
- To deal with the limitation of the infrastructure though optimal utilization of the available space and of other resources.
- To provide further research facility and the post graduate students.
- To motivate the student to step out of the boundaries and get involve in research centric and competitive examination and Entrepreneurship.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College, affiliated to the University of Calcutta, is committed to inculcate highest intellectual standards among its students through rigorous methodology. Effective implementation of curriculum is done meticulously

following the syllabi of the University of Calcutta, through a well crafted curriculum delivery arrangement ensuring proper educational manifesto. A system of controlled decentralization with several sub-committees operating under the guidance of IQAC spearheads the entire process. Annual Academic and Administrative Audit, by the internal members of the College and external members of the affiliating University, contributes a lot in maintaining quality at all levels. The Institution tries to achieve this primary objective meticulously following the well defined Academic Calendar and Teaching Plan, supported by stringent formative and summative arrangements. Accountability of both the teachers and students during the days of direct teaching and pandemic related online teaching are maintained carefully. Continuous Internal Evaluation (CIE) is an integral part of this system and that is also carefully planned in different stages. Participative and collective learning is encouraged through arrangements like micro-teaching, students' seminar, debate, extension and exchange lectures, etc.

Participation of the teaching staff in the curriculum development and assessment activities of the affiliating University is laudable. All faculty members are involved in the examination of University scripts. Along with it considerable numbers of teacher participate in the different Board of Studies and in the question making process.

Bijoy krishna Girls' College believes that Higher Education is a critical contributor to sustainable living; equity based social growth and economic development of the nation. The large vision of National Policy for Education 2019 has placed emphasis on liberal and broad-based undergraduate education inculcating spirit of equality and justice. A proper blending of Professional Ethics, Gender, Human Values, Environment and Sustainability in education is thus essential. BKGS is involved in imparting meaningful education to the girls for over six decades and is quite positively tuned to integrate issues relevant for their holistic development. Thus it has embraced several unique steps for developing imaginative, broad-based foundation among students at home and world.

Teaching-learning and Evaluation

This criterion gives a picture of both the quantitative and qualitative aspects of the teaching learning evaluation process and its stakeholders. The institution assesses the learning levels of the students of the first semester and identifies advanced, average, and slow learners. Special programmes are undertaken for these target groups for their betterment. The average student-full time teacher ratio in 2019-2020 was 27:1. This is a over the previous years owing to the appointment of the State Aided College Teachers. The teachers use ICT tools extensively for both theoretical and practical classes. The teaching learning and evaluation process was not stalled during the pandemic period as these were conducted through online mode. The college takes up student centric methods apart from classroom lectures to give them a holistic view towards acquiring knowledge. These methods include experiential learning from getting hands-on knowledge in laboratories, project work and field-trips, learning through active participation in various programmes, and problem-solving methodologies Mentor-Mentee has been a big support in this respect.

The institution adheres to the norms fixed by the University regarding examinations. The internal assessment which is done by the college is a part of the final examination. *Continuous Internal Evaluation* in various forms are done by the teachers to help the students prepare better for their final examination. The class attendance records are regularly maintained by the college.

The *Programme* and *Course Outcomes* are put up on the college website, and these are also intimated through *Orientation Programme* and *Induction Programmes* for the students. The Academic Sub-Committee as well as

individual departments meet regularly to discuss the examination results of the students, which measures the final outcomes of the Courses and Programmes. The institution also keeps track of the progression of the students to further studies or employment. Feedback both physical and online is conducted and action taken as per suggestion college website has feedback link.

Research, Innovations and Extension

Bijoy Krishna Girls' College, Howrah has an environment which is encouraging research and invention and also for the construction and propagation of knowledge.

A Research and Development Cell (R&D) has been formed in 2018 to encourage entrepreneurship and innovation in student. This Cell along with IQAC organizes activities aiming at motivating students and faculty for research and innovation and also at preparing the students for entrepreneurship. BKGK SCHOLARS, a unique initiative of the R&D Cell, is a bi-annual student journal where an UG or a PG student under the guidance of a faculty can submit research article for publication.

During 2015 – 2020, the college has received a total grant of Rs. 24.25 Lakhs for research projects and endowments from Government (UGC, HE-WB, WBPCB) and non-governmental agencies (PC Chandra Jewellers). This includes academic projects by five departments with a total grant of Rs. 13 Lakhs. The college has six faculty members as recognized PhD supervisors during the period. 13 scholars are registered under them.

The institute has conducted a workshop on entrepreneurship during 2018 -2019, a workshop on IPR during 2019 -20 [and a workshop on Research Methodology during 2020 -21]. Number of research papers published by the faculty members in Journals during 2015 - 20 is 90. Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during 2015 – 20 is 126.

Extension and outreach activities create consciousness among the students towards social issues, make them empathetic to every constituent unit of the society for which BKGK is proactive with regular and special programme under IQAC and NSS Unit.

Infrastructure and Learning Resources

Bijoy Krishna Girls' College Howrah has emerged as are premier institute under the AEGIS of Calcutta University is has Arts Science Commerce program at both UG PG level and B.Ed and Skill development and certificate courses. The total numbers of student of 3762. There are nine buildings and a hostel within the campus. The total number of class room is 67 of which 34 are equipped with ICT facility, four of which have Smart Interactive Board. There is a Computer Center and most of departments have computing facility. The total numbers of computers are 143 and entire campus are wifi facility. The library has 52983 Books and Journals, Newspapers and many rare books.

Student Support and Progression

The Institution has provided all forms of support to make available to the students, financial assistance provided

by both the Central and State Government in the form of Scholarships which is highly needed by a large section of financially weak students. The Scholarships which have been availed by them are Kanyashree , Swami Vivekananda Merit cum Means Scholarships, Post Matric Scholarship Scheme for Minorities, West Bengal Minorities Development Scheme and the National Scholarship Scheme. The Institution also has its own Student Aid Fund which provides full freeships and half freeships in Tution fees to the students. Almost 65% of the students have availed these financial assistance which have largely helped them in their Academic pursuits.

The Institution has also taken initiatives in the Capacity building of the students like Training in Tally Software or C.V. Writing. The College also runs Certificate Courses in 7 Skill Enhancement Career Advancement Courses. Life Skill Courses like training in Yoga, Karate, and Awareness in a number of Health Issues have also been made available to the students. Online training in Competitive Examinations is made available to the students for the last three years and 672 and 1730 students have availed of the facility in 2018-19 and 2019-20 respectively.

A substantial number of 42% students have progressed to Higher Education and out of the total number of students who have appeared in the Competitive Examinations conducted by the State and Central Government have shown a significant success rate.

The students also participate in large numbers in the different competitions of the Sports and Cultural Activities held Annually by the Institution. Not only Extra Curricular activities but they also participate in the Co-Curricular Activities like different programs of the NSS and also that of the Institution. They have participated in different charitable endeavours of the College like distributing food and medicine during the Pandemic and Amphan. The Alumni of the College PUNARNABA is an active organization that conducts Awareness as well as provides support system to the College.

Governance, Leadership and Management

The College authority adheres to Calcutta University First Status 1979 for institutional guideline and is regulated by Governments order from higher Education Department Governments of West Bengal. The Consistency of Governing Body include Principal/Secretary 1 WBHED nominee 2 CU nominee 3 Teacher Representatives and 1 Non-Teaching representative. The Governing Body is the highest policy making body and take final decision on all key issues and approves recommendations of IQAC and the Finance Subcommittee. Several sub committees help in decentralized decision and facilitates participative management. The HoDs involve all faculty members in taking decision regarding curriculum delivery. The principal in consultation with the Head Clerk distributes the work load among office staff of the college. Performance appraisal for both teaching and non teaching staff though approved pro-forma of self appraisal Biometric attendance record is tallied with General Attendance Register at the completion of every month. Regular internal and statutory audit of accounts are carried out. The IQAC has been instrumental in initiating internal and external Academic and Administrative Audit (AAA). The institution has effective welfare measures for teaching and non-teaching staff like advance salary, Co-operative society, Financial Support, Provident Fund (PF) Loans.

Institutional Values and Best Practices

The mission of the College is to emancipate girls' students and make them confident to face the world on their own capabilities. In this regard, many gender sensitization and awareness programmes were organized in

collaboration with U.S. Department of State, American Centre, Nehru Yuva Kendra Sangathanand and others. In collaboration with Infidea, Calcutta Police and Academy of Aikido, United States Information Service, Calcutta, a number of self defence programmes programmes are organized for the students.

The college installed two Solar Power units. The college prevents power wastage and water wastage unnecessarily using the sensor-based timer circuit.

The college is determined to minimize its burden on the environment. The institution organized many environment related seminar and programmes to aware the students. The college has separate garbage bins biodegradable and non-biodegradable solid waste. The college has given its best to minimize the use of paper. The wastewater from the RO water purifier systems are collected and reused. Green, energy and environment audits are also done. The efforts have brought the college Swachhta recognition form MGNRE.

The college has installed many important facilities like Rain Water Harvesting; Yoga, Karate Class; ramps, lifts and washrooms for differently abled people etc

The college provides a platform to the students to understand different socio-economic diversities and to help to build an inclusive society. The college has organized many programmes, lectures and seminars for this purpose.

In collaboration with West Bengal Human Rights Commission and WB Commission for Women, Women Study Centre of the college organized many programmes and classes to sensitize the students and employees to the values, rights, duties and responsibilities of citizens.

The institution offers a certificate course on Human Values and Professional Ethics in collaboration with Ramakrishna Mission Vidyamandira, Howrah. The Institution has a prescribed code of conduct for students, teachers, administrators, and other staff and those are displayed in the college website.

The Institution celebrates national and international commemorative days, events and festivals like Teacher's Day, Women's Day, Republic Day, Independence Day, World Environment Day etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BIJOY KRISHNA GIRLS' COLLEGE
Address	Five by Three Mahatma Gandhi Road Howrah
City	HOWRAH
State	West Bengal
Pin	711101
Website	www.bkgc.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ruma Bhattacharyya	033-26414877	9830035815	-	bkgc_howrah@yahoo.com
IQAC / CIQA coordinator	Sweta Guha	033-26412341	9830014223	-	iqacbkgc@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-08-1947

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-09-1974	View Document
12B of UGC	02-09-1974	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-05-2015	68	Recognition by NCTE for B Ed course was given since Nineteen Ninety Five then reissued on year Two Thousand Two further order was issued in Two Thousand Fifteen and final revised recognition was issued on Two Thousand Twenty One

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Five by Three Mahatma Gandhi Road Howrah	Urban	1.6	8368.33

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	H.S. or Equivalent	English + Bengali	130	117
UG	BA,Bengali	36	H.S.or Equivalent	Bengali	116	97
UG	BA,English	36	H.S. or Equivalent	English	64	53
UG	BSc,Economics	36	H.S. or Equivalent	English,Bengali,English + Bengali	34	14
UG	BA,Political Science	36	H.S or Equivalent	English + Bengali	64	52
UG	BA,History	36	H.S. or Equivalent	English + Bengali	91	73
UG	BA,Philosophy	36	H.S. or Equivalent	English + Bengali	64	44
UG	BA,Sanskrit	36	H.S. or Equivalent	Bengali,Sanskrit	79	62

UG	BA,Education	36	H.S. or Equivalent	English + Bengali	64	56
UG	BSc,Mathematics	36	H.S. or Equivalent	English + Bengali	59	31
UG	BSc,Chemistry	36	H.S. or Equivalent	English + Bengali	44	20
UG	BSc,Physics	36	H.S. or Equivalent	English + Bengali	44	14
UG	BSc,Geography	36	H.S. or Equivalent	English + Bengali	49	41
UG	BSc,Psychology	36	H.S. or Equivalent	English + Bengali	40	24
UG	BSc,Botany	36	H.S. or Equivalent	English + Bengali	15	7
UG	BSc,Zoology	36	H.S. or Equivalent	English + Bengali	37	25
UG	BA,Sociology	36	H.S. or Equivalent	English + Bengali	34	23
UG	BSc,Statistics	36	H.S. or Equivalent	English + Bengali	30	18
UG	BA,Hindi	36	H.S. or Equivalent	Hindi	30	11
UG	BA,Journalism And Mass Communication	36	H.S. or Equivalent	English + Bengali	25	20
UG	BA,Music	36	H.S. or Equivalent	Bengali	30	6
UG	BSc,Microbiology	36	H.S. or Equivalent	English + Bengali	17	9
UG	BA,Urdu	36	H.S. or Equivalent	English + Bengali	30	3
UG	BEd,Bed	24	Graduation	English + Bengali	50	39
UG	BSc,Computer Science	36	H.S. or Graduation	English + Bengali	29	15

UG	BSc,Electronics	36	H.S. or Graduation	English + Bengali	30	7
PG	MCom,Commerce	24	B.Com Hons in Accounting	English + Bengali	30	6
PG	MA,Bengali	24	B.A. in Bengali Hons	English + Bengali	30	0
PG	MA,Philosophy	24	B.A. in Philosophy Hons	English + Bengali	30	1
PG	MA,Sanskrit	24	B.A in Sanskrit Hons	Bengali,Sanskrit	30	0
PG	MSc,Geography	24	B.A. or B.Sc in Geography	English + Bengali	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				29				57			
Recruited	0	1	0	1	6	23	0	29	23	16	0	39
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	15	10	0	25
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	6	13	0	19
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	3	14	0	13	11	0	42
M.Phil.	0	0	0	1	3	0	2	0	0	6
PG	0	0	0	2	6	0	8	5	0	21

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	12	0	16
M.Phil.	0	0	0	0	0	0	4	12	0	16
PG	0	0	0	0	0	0	9	24	0	33

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1220	0	0	0	1220
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	42	0	0	0	42
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	102	0	0	0	102
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	159	149	174	163
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	10	8	23	6
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	108	89	80	84
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1095	1011	1110	1151
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1372	1257	1387	1404

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
767	1215	525	480	480
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	29	29	26	25

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3762	3871	3891	4278	4089
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
842	842	842	800	800

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1241	1241	1206	1213	1119

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	62	58	60	52

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
80	80	76	76	76

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 67

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
127.56	134.38	121.36	135.39	132.66

4.3

Number of Computers

Response: 143

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Response

A curriculum is a programme of study which spells out details of concepts to be taught and methodology to be followed. A well-crafted curriculum ensures proper educational manifesto.

Effective implementation of curriculum is always done meticulously following the syllabi of the University of Calcutta, the parent body. Mentioned below are the different stages:

- The College aims to inculcate highest intellectual standards through **Rigorous Academic Commitment** and **Discipline**. Students are inspired to achieve the ideal of “**Sa Vidya Ya Vimuktaya**”.
- **Controlled Decentralization** is the prime methodology.
- **Academic Sub Committee** with the Principal, IQAC coordinator and HODs formulate a time table at the beginning of each academic session/ semester to ensure effective delivery of curriculum.
- **Teaching plan** and **Academic Calendar** are decided synchronizing with probable Examination schedule of the University of Calcutta.
- The role of **Routine Sub Committee** comes next with IQAC coordinator as its Convener, entrusted with making master routine and distributing to HODS.
- Syllabus distribution is done by HODs at their **Departmental Meeting**. Discussions regarding teaching material, process of evaluation etc. are also done here for carrying out the task.

Formative Measures

- After completion of each topic probable questions and answering methods are discussed. Students are sensitized about the different types of questions and answers.
- For applied subjects classroom lectures are complemented with practical classes, projects, field trips.
- Students are encouraged to avail library facility which is rich in resource and equipped with nonstop internet facility & **INFLIBNET**. Recently **NDLI (National Digital Library of India)** facility has also been introduced.
- Besides traditional **chalk & talk** method ICT facilities are used with increased frequency.
- **Micro-teaching, Students' Seminars, Students' Quiz on syllabus, Project Presentation, Debate and Round Table Discussions** between teachers and students are conducted regularly.
- Through **Faculty Exchange Programmes & Extension Lectures** some departments try to open up the multifarious dimensions of curriculum before students.

Summative Measures

- Teaching at BKGC is always interactive. Teachers are always available for students both within and outside classes for doubt clearing.
- Students have to appear for Internal Assessment as a part of University examinations for which *College Examination Sub Committee* prepares a schedule.
- After publication of the Semester results each department conducts *Result Review Meetings* with the Principal. Students who need special support are identified and follow-up measures are taken accordingly.
- *Biometric Attendance* has been introduced for all staff. Student attendance register is maintained meticulously.
- Regular *Parent-Teacher Meetings* are organized by individual departments.

Measures During Pandemic

- Considerable measures have been taken by the college to ensure continuity of classes through LMS, Google meet, Googleclassroom, Team link, Skype like apps. Following measures are taken in this regard
- Online Teaching
- Online Supply of Study Material & Books
- Online Assessment
- Online Yoga, Psychological Counseling and dietary advice
- A College magazine Special Covid-19 Issue was published to encourage co-curricular activities of students; to reduce their anxiety and boredom.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Response

- The college adheres to the Academic Calendar issued by the University of Calcutta at the beginning of each Academic session strictly.

Adoption of CBCS

- The university has introduced the Choice Based Credit System (CBCS) for UG & PG since June 2018 and from 2017 for Commerce. Semester system began from the same year.

Formative Evaluation

- Students are assigned written projects followed by viva voce in a few departments as a part of CIE.

This helps in formative assessment.

- As per University instruction tutorial classes/ evaluation/practical classes are assigned for each course.
- Interactive mentor-mentee groups by various departments acts as a supportive measure in the process of formative development. Various issues of the students are addressed through these groups.
- Similar pattern is also followed for the PG students for their formative evaluation.

Summative Evaluation

- The marks distribution in both UG and PG are as per University regulations comprising of formative assessment, regularity in attendance, summative assessment, assignment or project, practical assignments for each course and University examinations.
- The summative evaluation is either through a pattern of MCQ or short questions or descriptive answers as designated by the University for different subjects.
- Experiment based qualitative and quantitative estimations are carried out in laboratory-based subjects.
- Demonstration lecture by the students sometimes constitute part of curriculum in few departments.
- Field trips form a vital part of curriculum for some subjects.
- Earlier following the guidelines of the University of Calcutta the college conducts Mid-Term Test and a Selection Test before the University Examinations. After each test, the students are shown their corrected scripts and doubts are cleared.
- In other words, both at UG & PG levels all possible sorts of formative and summative evaluations are done to make the students well equipped for University examinations.

Teaching, learning and evaluation are actually intertwined in inseparable way. So, while adhering to the Academic Calendar with a target towards nonstop Continuous Internal Evaluation BKGCC tries to promote 4 aspects:

- **Independent Learning** of the students supported by independent assessment, i.e., attending a student individually, like in mentoring classes.
- **Participative Learning** of the students complemented with collective assessment, i.e., group discussions and classroom evaluation on the basis of their verbal performance.
- **Collaborative Learning** of students with their collaborative assessment, e.g., the students are encouraged to raise issues and problems and they are asked to find the solutions on their own through collaborative efforts. Teacher is there to supervise and guide.
- **Problem Solving Learning and Assessment**, an approach where students are encouraged to solve the previous university question papers and assessment is done.

Actually, the college always tries to facilitate the Learner-Centric Approach in the optimum possible way. It's for this often Suggestions are sought from the students as well as from their guardians in Parent-Teacher Meetings to find out easily communicable teaching approach and evaluation pattern.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 29

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 22

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
06	04	04	04	04

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 1.52

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
102	37	34	61	66

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Response

Bijoy Krishna Girls' College believes that Higher Education is a critical contributor to sustainable living,

equity based social growth and economic development of the nation. The large vision of National Policy for Education 2019 has placed enormous emphasis on liberal and broad-based undergraduate education inculcating equality and justice. A proper blending of Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum can be instrumental in attaining this valuable objective. BKGS as a premier HE institute is involved in imparting meaningful education to the girls for over six decades is quite positively tuned to integrate crosscutting issues relevant to the mentioned themes into Curriculum.

The institution has embraced several unique steps for developing imaginative, broad-based foundation and for holistic development of students at home and world.

- *Six months Certificate Course on Human Values & Professional Ethics* was organized by the Department of Philosophy and IQAC in collaboration with Ramakrishna Mission Vidyamandira, Belurmath, Howrah from August, 2019 – February, 2020.
- **Women Studies Centre** of the College inaugurated on 16.08.19 for sensitizing students on gender issues in collaboration with the Women's Studies Centre of the University of Calcutta. The second session is ongoing online.
- **Self-Defence Workshop** conducted by Nari O Sishu Kalyan Kendra, American Center, Academy of AIKIDO and Calcutta Police (19.11.19-24.11.19). They were trained in some basic techniques of AIKIDO for developing self-confidence, team-spirit and self-defense techniques among the trainees.
- International Women's Day, Human Rights Day and Environment Day are celebrated every year.
- An **International Conference on Gender Empowerment** was organized on December 16-17, 2016 with several eminent speakers.
- Selected papers have been published in first volume from SSDN Publishers & Distributors with the title "Gender Empowerment: Some Current Issues".
- Workshop on the "Sensitization against Domestic Violence" was organized by the **Department of Political Science in collaboration with the West Bengal Commission for Women** and the IQAC of College, on August 17, 2019. Many students including some from neighboring colleges participated in it. A publication was later released where some students narrate their own experiences.
- International Conference on "Human Rights : Context & Concerns" is organized on January 17-18, 2020 by the IQAC in collaboration with WB Human Rights Commission involving discussions by the experts and papers were presented by scholars across the country.
- UGC-CPE sponsored three phased Consortium on "Gender & Society: Past Present and Future" was organized by some departments together in August- September 2015. It was inaugurated with a lecture on Theoretical Aspects of Feminism. The second phase was in collaboration with the Legal Aids Service, followed by one on Representation of Women in Tagore's Dance Drama.
- UGC-CPE sponsored National Seminar on Environment-Ethics & Evaluation was held on

November 23-24, 2015.

- Gender & Environment as a part of curriculum is included in subjects Political Science, Philosophy, Psychology, Geography, Journalism & Mass Communication and Commerce include elements of the issue in their curriculum.
- There is mandatory Environmental Studies Course included in Ability Enhancement Compulsory Course (AECC-2) in the Semester 2 of the CBCS curriculum.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.46

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	15	15	15

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 10.39

1.3.3.1 Number of students undertaking project work/field work / internships	
Response: 391	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni	
Response: D. Any 1 of the above	
File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:	
<ol style="list-style-type: none"> 1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected 	
Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 75.6

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1306	1415	1305	1431	1450

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1864	1864	1864	1779	1778

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 34.55

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
304	288	269	296	268

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Response

The entire admission procedure was converted to complete online from 2018 as per University rule. Prior to that application was online and admission took place after physical counselling of the students.

At present, post-admission evaluations are made to identify advanced, moderate and slow learners. The individual departments make assessments of the students within two weeks of admission. The departments follow different methods to assess their students. Listed below are some methods:

- Written test
- Verbal interaction

The tests are subject specific e.g.,

- Numerical
- Verbal reasoning
- Knowledge based write-ups

According to the gradation done, the students are categorized into

- Slow learners
- Moderate (average) learners
- Advanced learners

Slow learners

For the weaker students the following measures are taken:

- They are referred to for additional classes.
- They are provided with more learning materials. Students come mostly from Bengali medium schools and have difficulty following English reference books. They are provided translated materials whenever possible.
- Mentor-mentee support programme: Special support is provided through mentors to students who has to deal with other issues.
- Re-assessment of these students is done from time to time to assess their progress. This assessment is generally done on the syllabus covered within that period.

Moderate learners

- This category of students is given moral boosting by encouraging them to strive for improvement.
- They are urged to join soft skill development courses.
- Teacher exchange programmes are organized by the college to bring in variations in the learning process for the students.
- The departments organize Extension Lectures delivered by experts in their fields.

Advanced learners

- The advanced learners are provided with reference articles for higher intellectual pursuit.
- They are encouraged to use ICT enabled tools, as for example, these students are trained to prepare slides for power point presentation in their microteaching.
- They are encouraged to participate in the following activities that are organized by the college:
 - Student seminars (paper and poster presentations) and workshops
 - Publish articles in the students' journal **BKGC Scholars** and lab journal **Annweshan**
 - Write for the college magazine **Atmadeepa**, and wall magazines that are put up by various departments
 - Microteaching
 - Preparing for science exhibitions(charts, models and exhibits)
 - Intra-college and intercollege elocutions/debate/quiz
 - Group projects
 - Participating in International and National Conferences organized by the college where a separate session is done for the students which gives them an opportunity to interact with experts
- These students are also encouraged to attend and actively participate in seminars/conferences/workshops organized by other institutions.

Outcome

The above measures, which are targeted to the different categories of students have helped in giving additional support to the slow learners so that they can improve in their studies, enthused the average learners for betterment, and opened up a vast world of knowledge to the advanced learners.

File Description	Document
Upload any additional information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 55:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Response

Students need to be involved and enthused in getting a holistic approach towards acquiring knowledge and desired skills. For this, apart from classroom lectures, they need hands-on knowledge and exposure to the bigger world.

1) *Experiential Learning* :

A. Laboratory based learning

- Learning through experimentation:

For subjects like Physics and Chemistry, practical experiments are done by the students under the supervision of the teachers. This helps them prove and see with their own eyes what they have learnt in the theoretical classes.

- Hands-on experience :

In subjects like Botany, Zoology, Microbiology and Geography students get the opportunity of supplementing their theoretical knowledge by practical experience in the laboratory.

- Students of Education and Psychology apply their theoretical knowledge on live subjects.

B. Field trips

- For subjects like Geography, Botany and Zoology and B.Ed field trips are a part of the curricula at the undergraduate level.
- Field projects are also undertaken for post graduate students of Geography. Thematic and socio-economic surveys give the students more exposure to the real world, widens their horizons of thoughts and learning, and modifies their group behaviour.

C. Projects

- For Commerce and Economics, short research papers have to be prepared by the students which give them the idea of handling a research project on their own.

D. Practice Teaching

School internship is apart of the B.Ed curriculum.

E. Special Programmes

- Students of the college participated in various collaborative programmes:
1. **Chain of Change:** Participants had experiential learning with students from other Indian Universities and **Business School of USA.**
 2. **'Women for Women'** programme organized by the **American Centre:** Students attended workshops, and went for industry visit. The participants themselves conducted a workshop in the college for their juniors to impart what they have learnt.
- Workshops on **Career Guidance:** actual/mock group discussions and interviews were done to prepare students for the job market.

II) Participative Learning:

For the students' active participation the following methods are taken:

- **Microteaching**
- **Paper and Poster Presentations** in students' seminars
- **Subject related Quiz**

These activities help students in better understanding of the subject and/or better articulation.

- **Science Exhibitions:** Students feel involved and motivated. These group activities also bring out their leadership potential.
- **Debates and Group Discussions** (both academic and non-academic): Arguments and counter arguments make the students aware of different viewpoints and help in learning public speaking and overcoming stage fright.
- **Extra-curricular Programmes** like programme on Women's Safety where students were required to participate in group activities.

III) Problem Solving Methodologies:

- Mathematical problems develop the faculty of logical reasoning among the students.
- Individual and group projects help students to learn to identify and analyse a problem and come up with solutions.
- B.Ed students have to find out different problems regarding teaching learning strategy, school infrastructure etc., during their school internship period. After that they have to do action research under the guidance of their mentor and coordinator of the school.

Outcome:

Classroom teaching plays a deterministic role in imparting education. However, hands-on experience and participative learning makes education more fulfilling.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Response

ICT enabled tools make classes more interesting, increase students' motivation, opens up many information sources and supports in-class and out-class learnings.

The college has a total of

- 23 ICT enabled theory rooms
- 20 projectors
- 28 laptops
- 3 desktops in theory rooms, and 65 desktops in laboratories
- A strong wi-fi connection

Theoretical Classes :

- The projectors in the classrooms are extensively used to show ppts in addition to dissemination of classroom lectures through the chalk and talk method. Photos of different items which cannot be produced in the classrooms can also be shown through slides so that the students get a real feel of the object. Some examples are,
 - Different artefacts from archaeological sites in subjects like History
 - Different rare plant and animal specimens in Biological Sciences
 - Geological sites, rock samples, physical features etc. in Geography
- Digital libraries (INFLIBNET, NDLI) and other online sources are used to get access to scholarly and reference articles.
- MS Office is extensively used by all the departments.

Practical Classes:

The desktops and laptops are used extensively for practical classes of different departments.

- Varied amount of data is collected from different online sources.
- Open-sourcesoftware packages are used by subjects like Mathematics (C, C++, SAGE MATH, R), Physics (Python, Latex, Gnuplot, Texmaker), Computer Science (Oracle, MYSQL, Python, Java), Chemistry (Fortran), Commerce (Tally), Geography (QGIS), Economics (R).
- Soft copies of the projects/term papers are stored in the desktops or sent through e-mail so that they can be retrieved for correction and evaluation by the teachers at their own convenient time.

ICT enabled tools are also used for:

- Extension lectures and occasional lectures
- Student seminars
- In classes of courses like Skill Development Programmes and Certificate Courses organised by the college
- On-line tests taken by various departments like Mathematics and Computer Science

Use of ICT during the Pandemic Period:

The pandemic has made ICT an essential part of life in every way. In adherence to the government order the college started with online classes as early as 18th March, 2020.

- Online classes are being held regularly by all the departments as per notification by the college authority. Classes and examinations are being taken through Google Classroom, Google Meet, Zoom, Team Link, YouTube, WhatsApp and e-mail.
- The college portal is used extensively to put up notifications and examination guidelines, University question papers and answers submitted by examinees.
- On-line study material in the form of ppts, write ups, audio and video are given to the students and uploaded in the website.
- Computer workshops were held for teachers for taking online classes and online correction of answers.
- The University examinations were also held through online mode. The college had prepared both the students and the teachers for it.

Outcome

- Use of projectors and computers have opened up a wide world of knowledge to the students.
- The teaching learning evaluation process was not stalled during the pandemic.
- Workshops organized for teachers have helped them to keep abreast of the modern way of imparting lessons.

File Description	Document
Upload any additional information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 64:1**2.3.3.1 Number of mentors****Response:** 59

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 77.49	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 59.5				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
42	37	36	32	32
File Description	Document			
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document			
Any additional information	View Document			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 13.51

2.4.3.1 Total experience of full-time teachers

Response: 932

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Response

Internal Assessment under CBCS

The CBCS was adopted by the University of Calcutta from 2018 onwards. **Internal examinations** for both Honours and General Courses are a part of the evaluation system. The institution adheres to the norms fixed by the University in this regard. The internal examinations are held as per the schedule prepared by the University and marks uploaded to their portal within the specified period. The students are intimated about the exam schedule in advance through

- The website
- Notices put up on the notice boards
- Posting in Whatsapp groups of the class

Formative measures are taken to intimate the students about their performance through discussions in class, distribution of sample answers and the like.

Class attendance of the students also carries marks. Attendance register for each course is regularly maintained by the respective teachers and percentage of attendance walled up periodically after being signed by the Principal.

Continuous Internal Evaluation, both formally and informally, is done by the departments throughout the semester. These include

- online and offline tests (MCQ or written answers)
- assignments
- verbal interactions
- group discussion
- demonstration lecture by the students/microteaching
- subject related quiz

These formative evaluations help the students prepare better for their final examinations. It also helps a teacher to assess a student's learning progress and to take remedial measures, for example, **students are always encouraged to practice writing answers and get them corrected by the teachers.**

Regular class work, homework and small evaluations help teachers to identify the shortcomings of the students, and weaker students are provided with study materials, topics are re-explained as required, and they are given re-assignments for their improvement. Special assignments are given by the mentors to their mentees according to their needs.

Internal Assessment under the (1+1+1) System of Examination

In the previous examination structure of the University of Calcutta, i.e., the (1+1+1) system, the college used to do the internal assessment through mid-term tests and selection tests in each year.

After the publication of the results of these examinations, the answerpapers were shown to the examinees and their mistakes were pointed out. The students could then re-write the answers at home and these were again checked by the examiners. After the selection tests extra classes were taken if the students so desired.

Apart from the mid-term and selection tests, which were organized by the college centrally, individual departments held regular assessments through class work (both written and verbal), and home works. Other short comparative assessments like microteaching, group projects, short paper presentations etc. were also held.

Measures taken during the Pandemic Period

During the pandemic period the following measures have been taken for conducting the examinations:

- Putting up of University question papers and submission of answers by the examinees in the college portal
- Creation of departmental e-mails
- Sending of question papers online to the students via e-mails
- Submission of answer papers by the students to the departmental e-mails
- Online evaluation of answers

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Response

Mechanism to deal with internal examination related grievances:

- the **internal examination** marks are a part of the overall summative result of the student under the CBCS. These marks are directly submitted online to the University. The students have the option of reviewing or self-inspection of their answer scripts. This is totally under the aegis of the University and the college plays no role in the process apart from assessing their claims and forwarding these cases to the University.
- The answer papers of the internal/tutorial examinations are preserved by the college for five years as directed by the University. Any inquiry coming up within this period can thus be addressed to without much difficulty.
- The University examination system under CBCS also requires that the students be marked on their **class attendance** in each course. These marks are added to get the final result. Attendance registers for each course is maintained and posting done regularly. The attendance records, after being signed by the Principal, are walled up periodically in the classroom noticeboards. Any queries from the students are settled by the department immediately.
- Regular **Parent-Teacher Meetings** are held to apprise the guardians of their ward's progress and suggestions taken from them. Difficulties faced by a student, if any, are discussed at length.
- As regards the **continuous internal evaluations**, the students are free to discuss with the teachers their mistakes and ways to improve their result. The class work and home assignment answer scripts are shown to them, feedback given, and students are encouraged to come up with questions and be interactive in class.
- The corrected answer scripts of **mid-term and selection tests** held by the college under the (1+1+1) system were shown to the examinees for them to assess their standards.

Mechanism to deal with external examination related grievances:

The final examinations, both under the CBCS and the (1+1+1) system, are conducted centrally by the University of Calcutta. The paper-setters, moderators, examiners and scrutineers are all externally selected by the University. The affiliated colleges merely act as examination centres. The teachers perform the role of invigilators who ensure smooth conduct of the examinations.

The students, if dissatisfied, can opt for reviewing or self-inspection of their answer scripts after publication of the results. The college forwards these cases to the University for necessary action. The reviewers and post-publication scrutineers are also appointed by the University.

Examinations during the Pandemic Period:

Both the internal and external examinations were held online during the pandemic period. The students were given detailed guidelines regarding this process and they were directed by the teachers if they faced any difficulty. The scanned copies of the answer scripts are preserved for any future query.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Response

The institution offers

- B.A., B.Sc, and B.Com streams, both Honours and General at the undergraduate level
- M.A. (Bengali, Philosophy, Sanskrit), M.Sc(Geography) and M.Com at the postgraduate level
- B.Ed.

Framing of Course Curricula

The institution not being autonomous, has to adhere to the course curricula framed by the University of Calcutta, which are uploaded on the **University website**. The Board of Studies of the University frames the syllabi keeping in mind the learning outcomes that are desired to be achieved. Some faculty members of the college are members of the **BOS**, and hence they also contribute to the framing of the course guidelines.

Awareness regarding PO and CO

- For teachers:

The University, as well as some affiliated colleges organize workshops on the syllabus of different subjects, where the teachers are made aware of the Programme and Course outcomes. The college has also organized such workshops on undergraduate syllabus, one for all Programmes and one for Psychology at the undergraduate level.

- For students:

For prospective and existing students, the **POs and COs** of different subjects and the detailed syllabi are put up on the website so that they may browse through them

For existing students

- The first semester of the undergraduate courses starts with an **Orientation Programme** for the students, where, apart from other discussions, they are also made aware of the desired outcomes of the programmes they have chosen.
- The individual departments hold **Induction Programmes** for the new comers, where they are made aware of the Programme Outcomes.
- The Programme Specific outcomes and the Course Outcomes are also explained in details by the faculty members in the class in each semester, both at the UG and PG level.

Other Courses

- **Skill Enhancement Programmes**

The aim of these programmes is mainly to develop abilities like computer knowledge, soft skills and such other along with the regular curriculum that will enable the students to have a successful career.

- **Value Added Courses**

The students are encouraged to join the following Certificate Courses offered by the college:

- Courses offered by the Women Study Centre of the college
- ‘Human Values and Professional Ethics’ organized by the college

These courses are designed to make the students aware of women’s issues as well as raise their moral and ethical standards. This would help the young adults fare better in their personal, social and professional spheres in the future.

- The Distance Learning Centre of **NSOU** of the college offers U.G. and P.G. programmes in different subjects, as well as various vocational certification programmes. These programmes are helpful for those students who are unable to join college on a regular basis. Completion of these courses enables students to secure jobs and provide opportunity for career advancement for those who are already employed.

Information regarding the programme outcomes and course outcomes of the abovementioned courses are uploaded in the college website, put up on notice boards and also disseminated in classes.

File Description	Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Response

- The major **Programme Outcomes** and **Course Outcomes** for undergraduate colleges is progression to higher education or some professional course by the students. The students of post graduate courses may also pursue further studies or may opt for some career. The institution tries to keep track of the progression of its students as to whether they have opted for further studies or have secured a place in the job market.
- The final outcomes of the Courses or Programmes are measured by the marks or grades obtained by the students in the University examinations. Whereas **Course Outcomes** can be judged at the end of a semester by the course results, the **Programme Outcome** is obtained by the programme result

when the student has completed all six semesters.

- The **Academic Sub-Committee** as well as the individual departments meet regularly to discuss the results, how the students have progressed, and what is to be done for those lagging behind.
- The faculty keep track of whether the students are progressing towards achieving the desired outcomes through **continuous internal evaluations**. These evaluations are done formally through written tests, viva voce, demonstration lectures, group discussions, home assignments, term papers etc., or else informally, like classroom interaction, quiz contests and such.
- At the end of each semester, online **student feedback** is taken, from which the college gets an idea of the students' own perception regarding their progression.
- The students of the B.Ed stream have to take **demonstration classes** in schools, where they are evaluated as to how they perform as teachers.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 87.32

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1236	998	952	1045	1045

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1241	1241	1206	1240	1119

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.57	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 24.25

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.25	0.50	9.00	5.50	9.00

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 8.7

3.1.2.1 Number of teachers recognized as research guides

Response: 06

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 3.85

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	4

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	26	26	26

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Response:

Bijoy Krishna Girls' College, Howrah has an environment which is encouraging research and invention and also for the construction and propagation of knowledge.

A Research and Development Cell (R&D) has been formed in 2018 to encourage entrepreneurship and innovation in student. This Cell along with IQAC organizes activities aiming at motivating students and faculty for research and innovation and also at preparing the students for entrepreneurship.

Student Development:

To inculcate research among students, following initiatives are taken:

- **BKGC SCHOLARS**, a unique initiative of the R&D Cell, is a bi-annual student journal where an UG or a PG student under the guidance of a faculty can submit research article for publication.
- **Student Development Programmes, Special Lectures by eminent Professors and Student seminars** are organized every year by the honours departments where the students also act as speakers.

- **Field visits and educational excursions** are arranged by the departments like Geography, Zoology, Botany, History and B.Ed. regularly to make the students acquainted with the applicability and tractability of a subject.
- **On-campus placements and related trainings** are organized (as on 06/09/2018, 13/09/2018 08/03/2019 etc.) to promote employability possibilities of students.
- **Job-oriented UG courses** such as BA (Hons) in Journalism and Mass Communication, BSc (Hons) in Computer Science, BSc (Hons) in Microbiology, BA in Music, BSc in Electronics are offered.
- **Skill enriching value added courses** in diverse fields like Acting, E-Commerce, Spoken/Functional English, Computer Data Care Management, Art & Craft and Industrial Microbiology prepare students job-ready. They open up entrepreneurship and employability areas for students on completion of their respective courses.
- **To inculcate writing and other soft and cultural skills**, publication of annual college magazine, *Atmadeepa* wall magazines and cultural programmes are done periodically

Faculty Development:

- **Registration fees for paper presentation** in seminars/conferences by faculty members are **reimbursed in full** by the college to promote research aptitude of the teachers. The institution encourages its faculty members to go for research.
- **International, National and State level workshops, seminars, conferences and webinars** are organized to increase the vista of knowledge through interactive session amongst participants from various institutions.
- **Financial aid for the various research projects and for the organization of seminars, conferences and workshops** is procured from the bodies like the University Grants Commission (UGC) and the Indian Council of Social Science Research (ICSSR), and the institutional management.
- **Ph.D. research guidance** are offered by a number of faculty members as PhD research supervisors/co-supervisors under University of Calcutta and National Institute of Technology, Durgapur.
- **Publication of News-letters** and the **lab journal *Anweshan*** are some initiatives to spread knowledge among stakeholders and visitors.
- **Promotion of productive research** is encouraged by the institute by providing appropriate physical infrastructure such as well-equipped lab, internet facility across the campus, and other facilities such as INFLIBNET linked library and subscription of e-journals, on demand.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 2

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.17

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 13

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.5

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
21	19	20	20	10

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.09

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
21	41	28	31	05

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Response

Extension and outreach activities create consciousness among the students towards social issues, make them empathetic to every constituent unit of the society for which **BKGC** is proactive with regular and special programme under IQAC and NSS Unit.

- ‘AALO’ the counseling cell of **BKGC**. A registered counselor (certified under Rehabilitation

Council of India, CRR No: A38756) Smt. Aritrika Lahiri was appointed by the college to deal with issues related to difficulty in academics, poor academic performance and distress arising from that in our students. Some of the students are academically well but having trouble at home, difficulty in adjustment with parents and other family members. There are also issues around contemporary relationships.

- **Workshop on Sensitization against Domestic Violence organised** to aware students the causes, patterns and consequences of domestic violence and of course the steps to be taken as combat mechanism.
- Many of our students enjoy different scholarships including **Kanyashree**, an initiative by West Bengal Govt. for the upliftment of the girl child
- **The institution has adequate facilities for cultural activities, sports, games (indoor and outdoor), gym and yoga.**
- **Since 2019 Basanta Utsab is being organised in college premises as an art of our heritage, tradition and culture.**
- **NSS UNIT : Several extension and outreach activities** are being conducted starting from 2018 till date under different scheme beside the regular activities
- **Swachhta Programme:**

As a part of Swachhta Abhijan as well as SAP, NSS unit organized several in and out campus programmes like 'Swachh College Abhijan,' Swachh Howrah station Abhijan', 'Mangla Hat' cleaning program , Awareness program on Plastic Free Zone, Workshop on SAP, Gandegi Mukta Bharat

- **Health Awareness Programme**

Anti-drug awareness , Dengue , Hepatitis, Mental health awareness , online and offline

Covid awareness,

Both in and out campus Health camp

- **Relief Camp**

In adopted village Pachpara, at Deulti Gobindopur Shibtala Primary School, Bagnan Howrah, Howrah Harijon Baasti, in Sunderban after Amphun , Satya Bharati social service organization at Nabagram , Hooghly

- **Environmental awareness Programme**

Poster presentation, Tree Plantation in campus and adopted village , Seminar on 'Global warming and renewable energy' conducted.

- **Activities in adopted Village**

Swachhta, Health Awareness, Relief Camp, handmade mask and sanitizers distribution

- **Special camp:- special camps for skill development and entrepreneurship**

- **Special extension programme:-career counselling and Job oppertunity**

Collaborating Agencies

- **Panchpara Gram panchyat,Howrah**
- **KhurutHarijan kalian Samity Howrah**
- **Neheru Yuba Kendra Sangathan, Howrah**
- **Satya Bharati social service organization at Nabagram , Hooghly**
- **GobindopurShibtala Primary School, Bagnan**
- **JoyGram Social Welfare society, Hasnabad, Sunderban**
- **Treasure trunk ,the Art Studio**

Celebration of Important Days

NSS day, Human Rights Day Celebration ,Independence Day, Republic Day ,World Yoga Day, Constitution day of India’, National Youth Day, Parakram Dibas, World Environment day , Teachers day

- **Others:- Organized quiz, seminar, debate, poster presentation ;Orientation Programme**

ACHIEVEMENTS:

- 1.BKGC was adjudged as **BEST COLLEGE FOR NSS PERFORMANCE** under Calcutta University .
- 2.BKGC Certified as**Swachhta Institution by MHRD**
- 3.BKGC awarded as Best Kanyashree College.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 2

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
02	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 15

3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	0	0	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 3.42

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
251	403	0	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 9

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
05	03	01	00	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	0	01	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Bijoy Krishna Girls' College, is situated on 4 B-10 K-11 CH-09-SF. T area and offers twenty-five Under Graduate, five Post Graduate and two Certificate Course, one Professional Course, five Skill Development Courses and one Research Centre.

Administrative Facilities:

- The **Office Building 'PARICHAY'**: The College Office is well equipped with all ICT facilities. It has washroom and drinking water facilities. The 'Account Section' is completely separated from the 'General Office' section.
- The **Principal's Chamber** is located in the '**NEERAJANA**' building which is architecturally more than 100 years old and has all ICT facilities. This is where the 'Governing Body' meetings are always held.
- The '**IQAC Office**' is situated next to the Principal's room in the '**NEERAJANA**' and has a small meeting room attached to it and has all ICT facilities.
- **System Administrative Room**: Situated on the 3rd floor of '**SANDIPANA**' building, it is equipped with advanced technological amenities. All works related to examination are conducted from this room along with several administrative works.
- The '**NSS Office**' is situated in the '**UPASANA**' building and is well equipped. All NSS core committee meetings are held in this room.
- The '**PG Office**' and Board Room is situated in the '**SUCHETANA**' building. All meetings and administrative work are held here.
- The office of '**Bijoy Krishna Girls' College Study Centre of Netaji Subhash Open University (NSOU) (C08)**' is also situated in the '**SUCHETANA**' building. All the academic and administrative work related to NSOU is carried out in this section.
- **Banking Facility**: To provide banking facility for the students, staff and the college, '**Canara Bank**' has been provided space for their office in the college campus.

Academic Facilities:

The academic departments are spread over in the 8 buildings, **Prajna, Eshona, Sandipana, Neerajana, Uttoron, Upasana, Suchetana and Pratihari**, consisting of 64 classrooms, 1 virtual classroom, 2 smart classroom and 30 laboratories, 3 seminar halls and 1 auditorium, 22 departmental work stations and 2 teachers' lounges.

- **Library**: The central library of the college has all modern infrastructural amenities. Here, students can access computers having hi-speed internet facilities. Students with visual disabilities, Braille books and a specially equipped space for "Divyagyan" are also available.

Other Facilities:

- **Auditorium:** The College auditorium was remodeled in 2015 and named ‘Jibanananda Sabhagriha’ after the renowned Bengali poet Sri Jibanananda Das, who was a faculty of this institution having a seat capacity of 150.
- **Hostel:** Outstation students who take admission to the college are extended the facilities of a college Hostel ‘BANALATA’ which houses 50 boarders and provides them with “*a home away from home*”. All hygienic standards are maintained. Ragging is strictly prohibited.
- **Canteen:** RASANA is the main canteen of the College, which serves food to the students and staff at a subsidized rate. There is also a staff canteen ‘PROYOJON’ and coffee counter ‘CHAIHOLIC’.
- **Water-Body:** The College has a pond. It is internally connected with the river Ganga and is full of water throughout the year providing ecological space for the campus.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The students of Bijoy Krishna Girls’ College, Howrah over the years have been encouraged to participate in every kind of physical activities. It is believed that the physical activity like yoga, gym and outdoor as well as indoor sports along with curricular education nourishes the student for a healthy and happy life. The college has the following facilities.

Fitness Facilities:

- **Gym:** A well-furnished gymnasium established in 2016 is available in the College which gives students an opportunity to work-out maintaining a proper schedule under the guidance of a trainer.
- **Yoga:** The College organizes Yoga Class to revive the ancient tradition and culture and to provide a healthy practice along with academics. Yoga Centre is a place for students to not only practice Yoga but learn about various health related issues that can be addressed through Yoga under the able guidance of Yoga trainer.
- **Karate:** The College has signed an agreement with Sensai Shantanu Chatterjee and Sensei S. Chatterjee on a collaborative basis for regular training of Karate for those college students who are interested in well-balanced development of mind and body through fighting techniques.
- **Diet Club:** In view of the fact that there is a necessity to maintain healthy eating habits for balanced health-composition and improved life style the college has inaugurated a diet club in 2019 where certified dietician provides dietary guidance.

Sports Facilities:

Every year Annual Sports of the college is held in ‘Sailen Manna Stadium’ where events like flat race,

relay race, spoon race, sac race, cricket between staff etc. are held enthusiastically. Indoor games like carrom, observation tests are also a part of the contest.

- **Badminton:** There is ample space for playing badminton during winter.
- **Basket-ball:** The basket –ball court was constructed in the year 2016 and since then building up a team of basket-ball is under process.
- Indoor games facilities like carrom, chess are also provided

Garden Facilities:

India has a rich diversity of medicinal plant. References are found as early in the epics of Ramayana and Mahabharata.

- **Herbal Garden:** Small herbal gardens of precious herbal plants have been maintained by the college and are authentically identified by experts invited by the Department of Botany.
- **Roof-top Garden:** There is a small ornamental roof top garden which has been nurtured very recently. It is maintained for the decorative and ecological benefit.

Cultural Activities:

Cultural Sub-committee undertakes several colourful programmes throughout the year of which the most popular ones are:

- **Annual Social**
- **Basantautsav**
- **Banmahatsav**
- **Rabindra- Jayanti**
- **Celebration of Saraswati Puja**

Along with these programmes some significant days are also celebrated with respect and admiration

- **National Youth Day- Birth Anniversary of Swami Vivekananda**
- **Jatio Parakram Divas- Birth Anniversary of Netaji Subhash Chandra Bose**
- **University Foundation Day**
- **Republic Day**
- **International Mother-language Day**
- **International Women's' Day**
- **Ambedkar's Birth Anniversary**
- **World Environment Day**
- **International Yoga Day**
- **College Foundation Day**
- **Independence Day**
- **Teacher's Day**
- **Gandhi Jayanti- Swachhata Divas**
- **World Philosophy Day**
- **World Accounting Day**
- **Mental Health Day**

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 53.73

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 36

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 20.36

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
12.09	23.97	27.03	33.14	36.76

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

- Name of ILMS software **koha**
- Nature of automation (fully or partially) **partially**
- Version **18.11.02.000**
- Year of Automation **2015**

Library has a book collection of 52983 as of 31.03.2020. Library acquired ILMS, koha for proper organisation of library materials in 2015. The software is hosted on cloud through the vendor 'AVIOR'. It provides bibliographic details of books through WEBOPAC and MOPAC, which is accessible from anywhere, it also provides the SMS alert and Email service. Circulation Service is provided through koha. Unique titles of 15369 (which comprised 26620) have been entered in koha as of 21.04.2020. Different types of reports can be generated using koha, which is useful for different departments, committees and inspection time to time.

Circulation of documents is fully automated and barcoded book cards and library membership cards from students, teachers and staff are kept as supporting documents.

Barcoding of books has been started from 2015. The Book card and Library Membership cards are also barcoded.

In a nutshell koha is:

24X7 accessible ILMS, which provides a web based interface to access WEBOPAC to learn about the library collection, availability of the books.

It is MARC 21 compatible ILMS.

Provides Copy cataloguing feature using Z39.5

List of Modules use in koha

- Circulation
- Cataloguing
- Patrons
- Reports
- Tools
- koha administration

Future Plan

Short Term

- Reprography Section
- Implementation of RFID system

Long Term

- Group Discussion Zone
- Refreshment Corner
- Digital Library
- Book Bank
- Membership to Outside Scholars.

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 4.2

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2.5	1.61	5.48	7.13	4.28

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 4.31

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 165

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response:

The College has made consistent effort to improve upon its IT infrastructure and facilities as is the need of the day.

- The college has 143 computers (112 desktops & 31 laptops), 43 printers/scanner, 25 projectors, out of these 87 desktops are for **Academic purpose** and 28 desktops are for **Administrative purpose** and 4 laptops for office use. Regular maintenance is carried out of all desktops and laptops by Micromate.
- There are two browsing centers, the first is the Computer centre another at the Library, the later being set up from RUSA 2.0 grant.
- Internet Lease Line Connection of 10 Mbps from Alliance
- Over the last five years fifteen high-speed internet connections, (two connections with 400 MBPS, two connections with 175MBPS, nine connections with 100 MBPS, two connections with 60MBPS) have been installed. The bandwidths have been regularly updated over the last five years.
- The college has licensed software including Microsoft Office, Microsoft windows 7 or above, Sage-Math (Open Source), Python, MiKTeX, GNU Plot, LaTeX, TeXmaker, PyCharm, Tally ERP 9, Firewall (Sonic Wall)
- Software upgradation has been carried out as and when needed especially with the introduction of

the new CBCS system

- The smart boards are connected with internet via Wi-fi so that the faculty while teaching or presenter while presenting can access internet for reference and for deeper and wider knowledge
- A CMS software facility for admission, registration, attendance entry, ID cards, Student Management System was installed in 2017
- The College introduced Learning Management System (LMS) for both teachers and students since 2019. This has been a great help especially during this lockdown situation
- Message in bulk is send through vendor for notice and to update parents regarding student affairs and progression and to disseminate notifications for staff, and four LED Display Boards are also there.
- A large number of classrooms are ICT enabled and portable LCD projectors are provided for other classrooms. Projectors are repaired and maintained through temporary orders
- Video conferencing facility is available in the seminar halls and also from the Principal's room and System Administration Room
- Biometric machines are also connected with Wi-Fi and are linked to Principal's desktop
- Library is partially automated with KOHA since 2015. ILMS software with KOHA (installed 2015) provides a very user-friendly interface for searching documents in the library and their issue-status. Library facilitates Web-OPAC remote access to users.
- Different ppt s and links are provided for the students in the college website through LMS and the website is maintained by Right Brains Technology

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 26:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 20.67

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
18.25	29.64	25.61	25.72	35.66

File Description

Document

Upload any additional information

[View Document](#)

Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)

[View Document](#)

Audited statements of accounts

[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Response:

Planning is the widely accepted strategy for judicious use of resources for every academic institution especially in this severely competitive world of the twenty first century. The management of Bijoy Krishna Girls' College Howrah has continuously strived to meet the growing needs of the institution making available adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching learning environment. A meticulous effort is also made to ensure that the developmental activities consider the extra-curricular requirements of the students, in order to provide an all-inclusive progress. Major policy decisions are made in the Governing Body of the college. The IQAC plays the pivotal role in formulating these policies.

Policy Prescription for Facilities:

- This academic and administrative facility are effectively utilized so as to provide the basis for equitable allocation based on the critical needs of educational, research and administrative activities and for optimal use of all physical assets that is regularly reviewed. The basic rules behind the policy planning are
- To upgrade ICT facilities with an objective to provide state of the art teaching-learning methods to

the students.

- To schedule all types of activities properly without any hindrance
- To improve coordination between different interrelated departments
- To increase the awareness among stakeholders towards facility use for activities and events to be organized in the college
- To optimize the space utilization

Incremental Facility:

- In the period of last five years the College has been able to enhance its physical facilities considerably through proper planning and policy formation.
- Through meticulous planning and help of college engineering advisor detailed proposed plans were submitted to different authorities. As a result of which Govt funds were received this helped in augmentation of physical facilities. Two large classrooms and the Work Station came up from **MP-LAD** fund, a toilet block with 15 toilets was constructed from **MLA-LAD** fund.
- The Institution benefited immensely from receiving **RUSA 2.0** grant and a new G + 4 building with 11 rooms, a lift and 3 other structures for lift were constructed.
- The College utilized its own fund to construct new rooms for **PRAJNA** building and a System Administrative Room (SAR) for carrying out all administration and exam related activities.
- A huge drive was made for augmentation of the **Computer and other ICT facilities** to impart quality education to the students of the college
- A basket ball court and a gym was constructed in 2016 as a policy suggestion by IQAC.

Academic Infrastructure:

- Efficient allocation of rooms for 26 Departments become absolutely essential to the proper conducting of all academic as well as administrative activities.
- Work stations for teachers of every Department are there for teachers to carry out all their teaching/evaluating/research activities.
- Room allotment is done by the routine sub-committee
- Regular classes of the college take place within 10:00 a.m. to 5:00p.m. Classrooms are also used for other academic activities and organized events subject to permission from the Principal.

Laboratory Space Utilization:

- The Science stream of the college has 12 departments
- The schedules of laboratory classes are decided by the Departmental sub-committees in a way so as to effectively allot laboratory space to each batch during the ongoing semesters.
- Laboratories of each department are maintained regularly and both assets and stock registers are updated at regular intervals.
- While the College fund is used to upgrade laboratory equipments in general, **RUSA 2.0** fund has provided a much-needed elevation of the laboratory procurements as per the newly introduced semester system.

Research Facility:

- The College encourages research work of the teachers through **Research and Development (R &D) Cell** formed in the year 2018 to formulate a framework and provide support to the faculties.

- The ICT equipped Work Station of each Department provides the space for faculties to carry on with their research activities.
- Researchers are facilitated with the Laboratory infrastructure and also Library resources.

Administrative Facility:

- The College has 7 main administrative areas including the Office of the Principal, IQAC Office, the General Office, the Accounts Section, the Office of Post-Graduate Studies, Office of NSOU, Office of B. Ed and the NSS Office. The other administrative facilities are Office of Women's Study Centre (WSC) and R & D Cell. All these office spaces are efficiently furnished for execution of day to day duties and activities and are well equipped with ICT facilities.

Seminar Halls:

- The College has 3 seminar halls of which 2 are housed in 'UPASANA' building and 1 in Duke Hall. All are well equipped with ICT facilities.

Virtual Classroom:

- The 'UPASANA' building also has the virtual classroom which was modeled in 2016 with State Grant received from Government of West Bengal.

Smart Classroom:

- The auditorium of the college also has been converted to Digital classroom as a part of policy prescription of IQAC with a vision to adapt World class education practices for both students and teachers as well.

Library:

- The Institution has a very rich library which forms the backbone of imparting education. It also has a rare book section. The PG Library is a separate unit of the Central Library.

Fitness:

- The college believes in a wholesome development of its students and promotes extracurricular and co-curricular activities like yoga, karate and gym. It also facilitates healthy living through diet club and Psychological Counselling Cell- 'AALO'

Sub Committees:

Several Sub-committees are there to assist and supervise the projects undertaken of which a few are as follows:

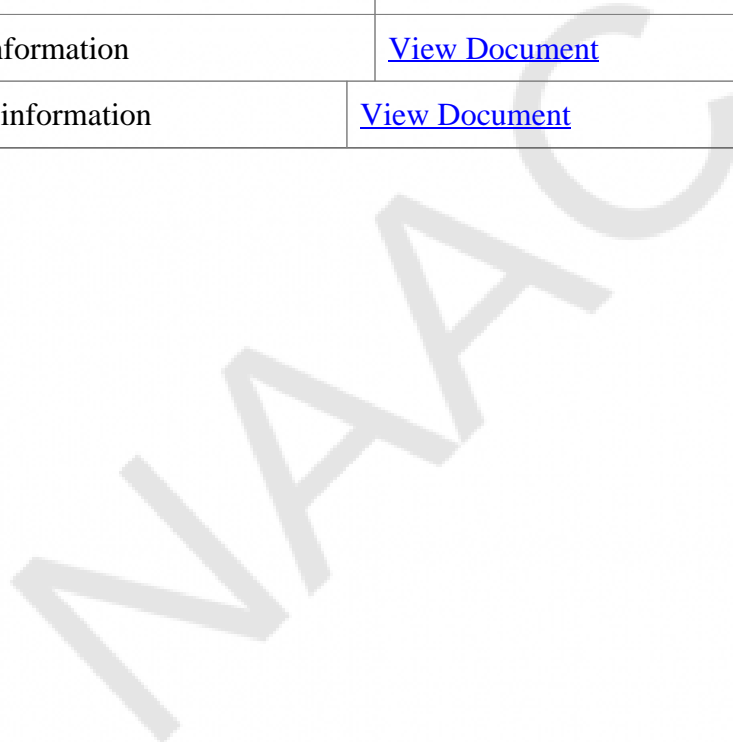
- The Finance Sub Committee allocates funds as per the requirements of the departments for their laboratory and classrooms on priority basis.
- The department then follows the necessary procedure through the Purchase Sub Committee and finalizes the purchase of every item.

- A Building Sub Committee which has members from the Governing Body as well is very instrumental in overseeing the implementations of the projects undertaken and approved.

Other Facilities Provided:

- On account of its prime location the institution is a much sought-after venue for conducting examinations such as West Bengal Joint Entrance Examination, TET Examination, promotion tests for banks, entrance tests for Medical and various Government Job Selection Examinations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document



Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 14.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
841	767	575	356	331

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.64

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
18	19	15	46	31

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene)**
- 4. ICT/computing skills**

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 12.67

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1730	672	0	0	0

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0.77

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	13	05	05

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 41.5

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 515

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 96

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
28	08	07	01	02

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
28	10	07	01	02

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Response:

The students are the most important stake holders of a higher education institution and act as a fulcrum of all activities. Students need to be allowed certain rights and freedoms to fulfill their responsibilities for self-development. Any college or university can benefit from the talents of its students. There is no group better qualified to improve the ambience of colleges than the students in them. With this view in focus the college administration has taken the following steps

- Complete transparency in information exchange through notices in college website, WhatsApp groups and other departmental groups
- Including a student representative in the Governing Body of the college, which is the highest policy making authority as per Statutory provision of University of Calcutta
- To listen and consult with them on any academic issues that they consider important initially at the departmental level and then at the different Cells if needed.
- Consulting students in organising every co-curricular and extra curricular activity

Extra Curricular Activity

- Assigning responsibility to students in executing all extra curricular activities like Sports, Annual Social, Celebration of Special days like Bon Mahotsav, International Mother Language Day celebration, celebration of Rabindra Jayanti, Teachers' Day etc
- Motivating and allowing them to conduct different competitions like Debate, Quiz, Extempore, Poster Making, Drawing etc.

- Involving the students in a wholesome character building notion through their involvement in an array of opportunities in terms of extracurricular activities like Yoga and Karate classes, Gym Sessions and so on.

Co-Curricular Activities

- To imbibe students to participate in various activities like micro teaching and student seminar in order to built up their confidence and make them eligible to comment and discuss teaching methods and way of communication
- In an urge to comply with social responsibility the Students are inspired to actively participate in various extension activities and outreach programs of the Institution where their opinion is always taken into consideration
- To galvanize students to extend their assistance to the NSS Unit with a motto to *SERVE TO LEARN AND LEARN TO SERVE*.
- Give students decision-making responsibility in establishing channels of communication with their immediate community in spreading the awareness regarding health and hygiene and undertaking Swachh Bharat Campaigns
- To allow them to lead NSS Unit in organising Medical Camps, Educational awareness Campaigns in rural areas Blood Donation Camps, and special camps and programs and Charitable Programs.

Decision Making During Pandemic and Disaster

Students have gone an extra mile during the COVID-19 Pandemic and Amphan. In tandem with their proposal the NSS unit distributed food packets and face masks, sanitizers to the storm ravaged areas in the neighbouring area as well as villages near to Sundarban

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 26.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	27	26	26

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Response

- The College has active alumni named “PUNARNABA” consisting of former students ranging from 1963 to the present as well as retired teachers and staffs.
- The Association is registered under Registration of Societies West Bengal Act XXVI of 1981 (Registration Number S0017912) and it takes part in different programs in the College.
- Many of our Alumni members hold important positions as Principals, Headmistress, Film Stars, Journalists, Teachers, Administrators etc.
- The Association involves themselves not only in the academic growth but also provides exposure to its students through various activities.
- In every year the Alumni organizes an Annual meet and Exhibition and sale of handicrafts specially prepared by the ex students in the College premises.
- On March 8th, 2018 Punarnaba organized World Women's Day where many ex-students, teachers, and many celebrated members took part.
- A one day Workshop on 'Campus to Corporate' was organized by Punarnaba in collaboration with INFIDEA on 27th February, 2020 to groom students for the various sectors of employment.
- Some of the alumni also award Prizes to students securing the highest marks in the University examinations.
- The College gives its Alumni students along with the final year students scope in participating in job fairs and Skill Development Courses.
- The Alumni Students also come in large numbers during the Annual College Social and they also prepare some of the cultural programs.

- They also participate in Medical camps and health check up scheme of the College

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The College crest “**Sa VidyaYa Vimuktaye** (Learning Leads to Emancipation)” portrays the very epitome of the Institution’s Vision.

Vision:

- To enlighten and impart proper education to the students
- To generate social, economic and political awareness among the students in order to enable them to take up leading role in overall socio-economic development of the country at large.
- To promote the cause of girl students, emerging from socially and economically backward strata of the society and provide them a special platform for encouraging their vibrant minds.

Mission:

- To develop responsible and independent citizenship in the context of 21st century.
- To encourage vibrant young minds to outshine in their efforts to achieve eminence in higher education
- To develop participatory model of education with larger involvement of all stakeholders.
- To build up holistic, symbiotic and humanitarian approach of education for a better tomorrow.

Effective Leadership: The Principal, Governing Body of the College, and IQAC plays a pivotal role in providing guidelines to achieve the stated Mission and Vision. It is reflected through the following activities.

Administrative Measures:

- Several **Sub committees** oversee the smooth functioning of various academic courses, extracurricular and co-curricular activities of the college.
- **Academic and Administrative Audit (AAA):** Following the recommendation of NAAC, AAA is conducted annually from the year 2018.
- **Online Student Feedback System** was introduced as a consequence of IQAC meeting dated 15.2.2017 from the session 2017-18.
- The College provides **fees waivers for students** coming from poor economic background through **Students Aid Fund**. It paves the path for first-generation graduates.
- Students are encouraged to **earn while they learn by working in Library**. This incentive not only helps and trains them in their learning process but also increases their interest in Library.

Academic Measures:

- **Introduction of P.G. courses:** College is successfully running Post Graduate Courses in

Geography, Sanskrit and Philosophy since 2015-16. Commerce and Bengali was introduced in 2017-2018.

- The college has upgraded the teaching learning methodology by equipping all departments with **laptop, projector and other ICT tools.**
- **Faculty Exchange Program:** In 2019, College has started a short-term Faculty exchange program in few departments with neighbouring colleges providing broader exposure for students of member colleges.
- **STEM:** Students were selected by **US Consulate General, Kolkata** from different Science Departments of the college for a six-month workshop “**Women for Women**” to pursue studies in STEM, which benefitted them immensely.

Student Related Measure:

- **Induction programme** for the new students is held on the very first day of commencement of classes in which the Principal highlights the general rules, Anti Ragging regulation and code of conduct
- Students are **encouraged to participate in numerous extra-curricular activities like College Social and Sports.**
- **Incentive to students:** Prizes are distributed to meritorious students for their performance every year in different aspects.
- **Career-counselling and Placement assistance program** is organized to give students a chance to explore career opportunities and to meet prospective employers.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Response

The College adheres to Calcutta University First Statute 1979 and is governed by Regulations of Department of Higher Education, West Bengal.

- The highest policy-making authority is Governing Body, which consists of President, Principal, Higher Education Department Nominee, Affiliating University Nominee, Government Nominee, Teaching, Non-teaching and student representative.
- Governing body meetings are held at regular intervals. Matters related to infrastructure, academic affairs, development, financial management, administration and governance are discussed in detail and are implemented accordingly.
- **Several Sub-Committees** are formed to ensure decentralized and participative management to look

after the curricular as well as co-curricular aspects.

- Office staff are regularly engaged in routine decision making and day to day support service for both students and faculty.

Case Study: Academic Sub Committee

- Academic Sub Committee of the College reflects decentralization and participative management. The College successfully runs 26 Undergraduate, 05 Post Graduate courses in Arts, Science and Commerce Stream and B.Ed. Academic Sub Committee is meant for smooth running of all these departments.

Members:

- Principal,
- Teachers Council Secretary (Convener),
- IQAC Coordinator,
- Heads of all the Departments

Academic subcommittee meetings are held regularly to discuss

- Curriculum of all subjects in details.
- Criteria for admission.
- Preparation of academic calendar.
- Preparation of time schedule for different college internal Examination.
- Formative and summative measures to be taken by different departments to improve students' performance.

Resolution of meeting dated on 18.03.2020

Considering the sudden impact of pandemic and lockdown, it was resolved that all teachers should try to take online classes as far as practicable, in order to accommodate as many students as possible in this testing times. Departmental decisions regarding teaching and evaluation methodology were to be taken in departmental meetings as the situation demanded.

Action Taken Report:

- After the initial lockdown period and continuous discussion between Principal and several teachers, classes were being held in different online platforms.
- Calcutta University decided to conduct final year examination of undergraduate (under 1+1+1 System) and Post Graduate students through online mode which was a first of its kind in the history of University.
- The College had set an example of participative management of conducting this online examination.
- Under the able monitoring of the Principal, the entire system of the examination was efficiently carried out by the head of the departments through continuous online meeting.
- A specific examination portal was created in the website to facilitate this very new examination procedure.
- Head of the Department distributed the responsibility of evaluation of answer script, uploading

marks in university portal amongst faculty members.

Entire process is running successfully on account of participative and communicative policy followed by the college.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

“Digitalizing The Academic And Administrative System”

The Rationale:

One plan that has been successfully implemented is that of e-governance in all aspects of administration. The college undertook this herculean task for **several reasons** which are mentioned below:

- As part of administrative evolution process, e-governance helps in improving **administrative efficiency** of the college administration
- It is in congruence with the **DIGITAL INDIA flagship programme by the Government of India**. It is a part of institution’s mission for creating awareness among students, who are encouraged by example, to undergo a paradigm shift in their thought process and adopt digital processes replacing physical transactions
- The plan for e-governance aims to utilize state-of-the-art digital technologies from ‘paper’ to ‘less-paper’ to a ‘paperless’ campus, where it would be **easier to store more information in digital form** through modern e-storage devices, replacing the long-standing practice of physical storage of information

Initiatives:-

- Transforming to **Online Admission** from 11th May, 2016
- **E-pension** was introduced by Department of Higher Education, Govt of West Bengal in 2017, which not only reduced paper work, it also helps to speed up submission of record.
- **College Website** was converted to dynamic mode. This helped in constant updating of notice and information, and also led to wider circulation.
- **Feedback System** was converted from physical mode to an online System from the academic session 2017-18.

One activity that can be showcased as part of the e-governance system is:

Online Feedback System

Preamble:

This system is particularly aimed at achieving the following:

- Students find it more user friendly
- To provide confidentiality so that the students can truly represent their opinion
- To rope in as many stakeholders as possible
- To ensure continuous *up gradation and modification* of teaching quality
- To *identify the shortcomings* and learn to rectify them
- To allow opinion from all stakeholders of the institution

Description:

- Transformation of this system came into effect from the academic session 2017-2018 as a consequence of the IQAC meeting dated 15.2.2017
- **Participants** in this system are not only the Students but also other stakeholders like Teachers, Non-Teaching staff, Parents as well as Alumni

Outcome:

- Implementation helped to scale newer heights in terms of the following:
- This improved system ensured *less time to generate feedback* from students and other stakeholders as well to participate with ease
- Students find it *convenient* to post responses with ensured confidentiality and are forthcoming with their grievances if any
- *Students acquire skills* in providing crisp and clear feedback through a web-interactive process, thereby creating significant value-addition to their skill sets

Addressing the Covid Pandemic adversity this System particularly became very **helpful in the following ways:**

- The system continued in full-swing even when the college remained close
- Convenience of digital posting created enthusiasm among **other stakeholders too, who, for the first time participated** in the online feedback system

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:**Response**

- The college functions under the guidelines of the rules and regulations laid down in First Statute 1979 Calcutta University with amendments made under notifications from time to time.
- The college abides by orders, regulations and circulars from the Higher Education Department, Government of West Bengal and the University of Calcutta. The former provides guidelines with regard to the administration and the latter regarding the curriculum.
- Meetings are held between the Principals of the colleges and the Director of Public Instructions, Principal Secretary of Higher Education to discuss policies and other issues like grants.
- Meetings are also held between the Principals, Vice Chancellor, Pro Vice Chancellor, Registrar, Controller of Examination for smooth running of the system
- Governing Body of the college with the Principal as its ex-officio Secretary as well as the DDO, draws the basic outlines of the administration and implementation of the recommendations made by the IQAC from time to time.

Administrative Procedure: Principal and Support Team

- Principal is in-charge of overall administration. The support team helping in execution of the administration are the IQAC members who, draft the overall plans and policies and encourage good practices towards quality enhancement of the institution with clarity
- There are several sub-committees like Finance and Purchase Sub-Committee, which helps the Principal in proper execution of the decision.
- Academic, Routine and Examination sub-committee helps the Principal in governing the entire academic system smoothly
- The college has a very active Library Sub Committee with two Librarians who manage the entire learning resource efficiently
- Non Teaching Staff work under the supervision of the Head Clerk and act as a strong extension office for the Principal
- The Hostel Superintendent with the help of the Matron coordinates all affairs related to the hostel inmates
- Decentralisation and distribution of workload:
- Preparation of Departmental time tables, distribution of syllabi and other workloads are decided in individual departmental meetings and is placed before the Principal for approval.
- The post-graduate departments take independent decision regarding Supervision/ Guiding/ Monitoring dissertation.
- Inter-departmental Special Classes are also arranged through discussions and agreement among various departmental teachers allowing free-flowing of specialised ideas
- Parents-Teacher meetings work as a connecting link between parents and teachers and help build a healthy long-term relationship and help to take formative measures about their wards.
- Co-curricular and extra-curricular activities like the Outreach programmes, Faculty development programmes are carried out by various Sub-committees under the guidance of the Principal.
- The campus provides counselling scopes in terms of career as well as wellness of students
- The activities of National Service Scheme both inside and outside the campus instil an idea of social welfare among students. These activities have gained a lot of accolades in recent past.

Countering Pandemic:

During the lockdown period various online initiatives have been taken up as follows: Online curricular and extra-curricular classes, Meetings, Webinars, Induction Programme, Parent-Teachers meetings, Mentoring, various Special-Day celebrations like World Environment Day, World Yoga Day, Independence Day and Republic Day etc. Students were encouraged distributing relief and welfare to pandemic and Amphan devastated areas

File Description	Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Response

Bijoy Krishna Girls' College, Howrah offers several worthwhile schemes to its teaching and non-teaching staff to boost their work culture and efficiency. They are as follows:

Advance salary:

- The institution has the provision of paying advance salary to the newly appointed staff until their pay fixation is received from West Bengal Higher Education Department and they are included in pay -packet.

Co-operative society: The institution has a registered Co-operative, Bijoy Krishna Girls' College Employees Co-operative Societies Limited, (Registration No 02 Date 14.8.1971) where a substantive staff can avail loan at lower interest rate. There are two types of loan; i) long term loan and ii) short term loan, maximum limit been Rupees two lakhs.

Financial Support:

- Financial support up to five thousand to all teaching staff is provided for attending conference, workshop and seminar.
- Conveyance fees for Teachers are offered for participating in Faculty Exchange Programme with other colleges
- Non-teaching staff can avail financial support in pursuance of their skill development programmes.
- **Provident Fund (PF) Loans:** Smooth availability of PF Loans is a great source of financial strength to all the substantive staff (6.3.1.4)

Canteen Facilities:

All stakeholders within the college premises can avail food at a subsidized rate regulated by the Canteen Committee. There is also a Staff Canteen, *Proyjon* and Coffee Corner, *Chaiholic*.

Medical Facilities:

- **On call medical facility** is available for all students and staff and first aid is available in the students' hostel.
- **Sick Room:** There is a provision of sick room in the hostel

Health and Fitness centres:

- **Psychological Counselling Centre:** This facility is available under the name of "AALO" with registered Counsellor for students and staff as well.
- **Gym and Yoga Centre helps** to maintain physical fitness, mental peace and helps in wholesome development of student.
- **Karate Training Facility** teaches self defence and helps in building up confidence of a student
- **Regular Cleaning and Sanitisation** is undertaken to keep the campus clean and healthy.

Other Facilities:

- **Banking and ATM facility** :The college has rented out a part of its premises to Canara Bank which provides continuous banking facility to all stakeholders. In 2018, the facility has been upgraded to include an ATM.
- In 2020 the **System Administration Room** was created to facilitate the execution of all online work of the college.
- A **Computer Centre** built under RUSA grant has become functional since 2020.
- The **book store, Pustak Bhandar**, of the college provides books and stationeries to the students at a subsidized rate
- **During the Pandemic** online training for Gym, Yoga, Karate and dietary advice were provided for mental and physical wellbeing during this testing time.

File Description	Document
Upload any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 8.28

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
13	14	0	0	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
03	01	01	00	00

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 15.65

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	12	10	03

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Response

Teaching Staff:

1. The Principal introduced a proforma for self-appraisal of the teaching staff following UGC regulation since 2018, wherein, he/she records the details of his/her performance of duties and participation in the activities assigned to him/her by the college. The details are recorded in minutes under the categorisation of academic, other academic and administrative activities .

2. Biometric attendance started from 2018 and the record is tallied with the hard copy of the General Attendance Register of every individual by the Principal at the completion of every month

3. The college has conducted AAA since 2018 after successful completion of every academic year.

· In 2018-19 Principal conducted **the AAA** accompanied by IQAC coordinator and departmental teachers. The performance of every department was reviewed as a part of quality assurance/ quality control (QA/QC) process. It also involved the SWOC analyses of the departments. The result of this AAA was published with a gradation system so as to boost them for better performance and create a healthy atmosphere for in house competition.

· **External AAA** was done by several experts from University for the session 2019-20 and a comprehensive report was received from the team.

4. Career Advancement Scheme for all teachers who become eligible for the different stages of promotion. Academic performance of each individual teacher comes under serious scrutiny during this time.

5. Principal holds regular Departmental meetings with the teachers

6. Principal confers regularly with IQAC Coordinator and TCS for discussion on implementation of any policies

7. Service Book and Leave Committees meet on regular basis to consider individual cases.

8. The Principal confers with the Head Clerk on all matters relating to Non-teaching Staff

Non-Teaching:

The overall performance of the non-teaching staff is evaluated by the Principal. Regular meetings are held to address any problem that might have been recorded in their performance.

· Confidential reports of the all Lab-based Non-Teaching Staff are submitted by the concerned Head of each department to the Principal for an overall evaluation.

· Students' suggestion box is there for students to post their grievances as well as suggestions regarding the interaction with the non-teaching staff. Online feedback is very instrumental in this case.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Audit is important as it provides credibility and transparency to the financial statement of the institution..The Governing Body of the college in July 2015 agreed to appoint Internal Auditor on request from the Principal to manage account internally of every financial transaction . A reputed firm of Chartered Accountants, Ghosh & Ghosh Chartered Accountants (Membership No. 050488) were given appointment for the same. Based on the accounts statements submitted by the Accountant of the college the internal auditor conducts the internal audits and hands over the reports to the Principal.

The External Auditor are appointed by Directorate of Public Instructor, Government of West Bengal, as per the government norms and rules. The firm that carried out the External Audit for the years 2015-16

and 2016-17 were Atish Kumar Shaw, Chartered Accountant (M.No. 306098). Sine 2017-18 the External Audit is being carried out by D. Garodia & Co., (M.No.307641). So far no objection has been raised by any of the auditors.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 3

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
.25	.25	.5	2	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Response

The college is affiliated to University of Calcutta and is bound by the 1979 First Statute of the University. Vide this statute the college has a structured governance system. The Governing Body is the highest policy making body through which adequate budgetary provisions are made for academic and administrative activities. The Principal is the Drawing and Disbursement Officer and has control over financial matters, However, as per CU Statute the Governing Body and the Finance Sub Committee members assist in decision making and a complete transparent system is maintained regarding all financial transaction.

There is a well-defined organizational set up, headed by the Principal who is the Drawing and Disbursement Officer has financial and administrative powers along with academic. At the beginning of

each session the HODs prepare the requisition of their department which is then scrutinized and approved by the Finance Sub-Committee and fund is allocated accordingly. Purchase Sub-Committee carries out the necessary procedure for any purchase that is to be made. With effective planning by the concerned stakeholders, the institution is able to utilize the allocated funds in an optimal manner. Accounts are maintained by the Accountant and the Principal is accountable for all the financial transactions.

Government Funds

The institution is vigilant in mobilizing funds from Government schemes, and has received Central Government funds such as the UGC XII Plan fund which has been utilized to build the ‘Banalata’ Hostel block of the college amongst many other things. CPE fund was also received and have helped in upgradation of laboratories and general development as well. MP LAD fund received in 2017 was utilized for constructing the third floor of Nirajana building providing additional class rooms and MLA LAD in 2019 for a complete toilet break for Eshona building. State Government Funds received for various infrastructural and academic upgradation.

RUSA 2.0

The college received RUSA 2.0 grant after submission of a Detailed Plan Report (DPR). A new G+4 building has been constructed with this fund. Books and equipments are also being purchased with this fund for various departments.

Other Sources

The college has been continuously receiving grant from Gyandhara Project of P.C. Chandra Group Ltd. which has been very instrumental in upgrading Library facilities.

Funds have been received from West Bengal Commission for Women and West Bengal Human Rights Commission for conducting seminars.

Retired teaching and Non-Teaching Staff have donated for Endowment Prizes which are awarded to meritorious students of the college every year.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Response

Since its inception IQAC has been vigilant about assurance and enhancement of quality of the institution. Regular meetings are held to discuss on policies and action taken thereby to keep the assessment process continuous. Several programmes throughout the year are organized to augment and boost the quality of teaching learning process as well as academic environment of the institute.

1. Academic and Administrative Audit

The College has successfully implemented **Academic and Administrative Audit** from 2018 on the basis of the recommendation of the IQAC. It's a mark of holistic approach to evaluate quality performance of each and every department as a strategy towards continuous improvement in teaching-learning processes. The evaluation was done by internal members in consecutive two years where the departments shared not only their ideas, practices, strengths but also their weaknesses, challenges and drawbacks. This evaluation process with specific ranking system has been introduced to generate a healthy competitive attitude among the departments.

AAA is carried by **External Experts** from University for the session 2019-20 where comprehensive qualitative assessment has been done and measures prescribed to upgrade the entire academic process.

2. Introduction of PG Courses

In pursuance of quality enhancements the college introduced Post Graduate courses in M.A. in Sanskrit and Philosophy and M.Sc in Geography from 2015-16 and M.A. in Bengali and M.Com in Accounting & Finance from 2017-18 for which it received approval from the Higher Education Department, Govt of West Bengal and Calcutta University as well. This opened up opportunities for students coming from hinterland of Howrah and Hooghly districts.

3. Extension & Seminar Lecture

The college has organized several Extension and Seminar Lectures under the recommendation of the IQAC.

Seminar Lecture includes open to all interactive session on different contemporary popular topics from different disciplines which, helps the students to update their knowledge. Erudite teachers and scholars have delivered their brilliant lectures that has always enriched students and faculty members as well.

Extension Lecture were delivered by eminent teachers of different disciplines from the University and other Research Centre on topics within the curriculum. This contributed to the enrichment of the thought process of the student.

◦ **Pandemic period:**

During the lockdown period the IQAC organised different activities on virtual platform to continue with the academic procedure like webinars, workshops, mentoring etc. Conquering the difficulties of online platforms several extra-curricular activities like Special-Day celebrations, World Environment Day, World Yoga Day, Independence Day and Republic Day celebrations.

IQAC also organised online **psychological counselling** to improve mental wellbeing and dietary counselling for physical fitness of the students. Further, through online system students were asked to provide **feedback**.

IQAC also encouraged students to provide voluntary services in **distributing relief and welfare** to villages suffering from the pandemic, as well as areas devastated by cyclone Amphan. All these were done actively in cooperation with the **National Service Scheme** unit.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Response

As post accreditation initiative IQAC has initiated numerous programmes to bring about all round quality improvements of the institution.

Academic:

1. Faculty Exchange Programme

The college has successfully initiated with recommendation from IQAC (Meeting Dated 6-3-2019) **Faculty Exchange Programme**, aimed at opening new vistas of opportunities in both the Teaching and Learning processes of concerned institutions involved.

The Learning prospects of the students of partner institutions experienced the opportunity to inculcate fresh ideas, concepts, and thoughts. The Teaching Faculties gathered fresh experienced which otherwise would have remained undiscovered to them.

Collaborations were initiated with Prabhu Jagatbandhu College, Andul, Howrah ,Dr.Kanailal Bhattacharyya College, Howrah, Surendranath Collegeand Muralidhar College, Kolkata in accordance with the signing of a MOU.

2.Centres for Need Based Support

On the basis of the important recommendations made by the NAAC Peer Team at the time of last accreditation in 2016, the IQAC has successfully implemented some need-based support centres, to go by the mantra 'stand with students, parallel with study'.

a. Women's Study Centre:

IQAC has introduced 6-month certificate course (30 hours) of Women's Study in collaboration with Women's Studies Research Centre **Kolkata** (IQAC Meeting Dated 26-4-2019) to self-empower our students in contemporary society.

Objective: As the students come from different rural and backward urban pockets, some time, they are unaware about their social rights, so the institution sensed the need to enhance their consciousness about equal rights. Dignitaries of relevant fields regularly interacts with students and boost ups awareness for their social right

b. Psychological counselling Centre AALO under the aegis of the psychology department, with trained and qualified psychiatrist:

It is important to mention here that the college from a long back since 2003, the year of millennium had understood the need for a sound mental support system for all.

Objective:-

The college has students from different socio-economic strata, Some time, they are unable to share their problems with family members which not only indicates their exposure to a long list of challenges but also the mental turmoil related to critical juncture like stepping into adulthood.

During the **pandemic situation**, the centre provide **online counselling** to the stake holders for problems related to stress, fear, mass home-confinement, uncertainty etc.

c. Establishment of Fitness Centre:

Yoga was particularly aimed at building self-defence and inner strength. More often it's said that Yoga has four fold dimensions like:

- 1. Practice mental and physical wellbeing**
- 2. Provides emotional stability**
- 3. Helps inculcate spiritual faculties**
- 4. Attain higher level of consciousness**

All these dimensions help reaching goals of wisdom

d. Human Values and Professional Ethics Certificate Course (30 hours), held in August 2019, prepare the students to become more eligible for their future professional life.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Response:

The mission of the College is to emancipate girls' students and make them confident to face the world on their own capabilities.

Academic Sessions	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Programmes	02	02	04	07	05

(A) Academic Efforts

- UGC sponsored CPE consortium **Gender and Society: Past, Present and Future** in 2015.
- **UGC-Sponsored** Two-Day International Seminar on **“Gender and Empowerment”** in December, 2016.
- Department of B.Ed. organised Special Lecture on **“Does Gender Matter while Designing the Curriculum”** in 2017.
- Department of Bengali organised International Seminar on **“Bangla Sahityo O Sanskriti Charchay Nari”** in December, 2017.
- **In collaboration with U.S. Department of State, Calcutta**, selected students participated in **STEM Workshop** from November, 2018 to April, 2019.
- Department of Political Science organised Workshop on **“Sensitization of Domestic Violence”** in 2019.

(B) Awareness Activities

- **Discussion on “Legal awareness among Women”** in 2015.
- **Mental Health Camp** by the Department of Psychology in 2017.
- **Health Camp by “Punarnaba” – Alumni Association** in 2018.

- **Career Counselling Programme** in 2019.
- **In collaboration with Change Initiatives and American Centre, Kolkata**, the college was organized the programme “**Women for Women**” for **STEM students** in 2019.
- Department of Psychology organised **Psychological Awareness Programme** in 2019.
- **Psychological Counseling Cell “Aalo”** organized **Mental Health Programme** in 2019.

NSS Organised Activities:

- **Rally with Posters on Protesting Crime against Women** in 2017.
- **Health Awareness Camp** in 2018.
- **In collaboration with Nehru Yuva Kendra Sangathan, Howrah, Govt. of India, Awareness and Career Centric Programme – ‘Positivity’** was organised in 2019.
- **In collaboration with Treasure Trunk Boutique, Kolkata, Special Camp on Skill Development program** for the students in 2019.

(C) Safety and Security Activities

- **In collaboration with U.S. Department of State, Calcutta in association with Calcutta Police and Academy of Aikido**, students participated in self-defense Workshop in 2018.
- **In collaboration with Infidea**, the college organised workshop on “**Women’s Safety**” in 2019.
- **In collaboration with United States Information Service, Calcutta, Women Study Centre** organised **Training on Safety** in 2019

Protective Measures

- A complete security system exists in the college round the clock.
- **CCTV cameras.**
- **Appoints Security Personals:**

1. **Lady Security Guards**
2. **A Lady Warden** and
3. **A Lady Superintendent**

- **Fire extinguishers** for fire safety
- **Measures during Pandemic: Online and tele-counselling facilities**
- **Dietary Session**
- **Gymnasium** facility and self-defense.

1. **Karate training,**
2. **Yoga classes**

- **Grievance Redressal Committee**
- **Anti-ragging Cell**
- **Common Room** with modest facilities
- **Sanitary vending machine** has been installed.
- **Medical Support:**

1. **First aid box,** and

2. On-call doctor facility.

- **Fencing and Wall Compound** in Girls' Hostel and adjacent to **Bankim Setu fly over** to keep our hostel residents safe and secure from the pedestrians of the fly over.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Response:

India along with the whole world is going through a serious environmental crisis. In this scenario, the college authority and NSS team are very serious to achieve a higher level of environmental performance and to minimize the severe impact on the environment. NSS unit of our college regularly organizes cleanliness drives to ensure proper awareness among the students. Different types of waste of our college campus are collected and are disposed off in various suitable ways.

1. Solid waste management:

- For the collection of **biodegradable and non-biodegradable solid waste, separate garbage bins are used with proper labelling on them.**
- Paper and plastic waste (saleable) are resold regularly.
- Plant waste and food items from **college canteen and hostel are converted into manure in compost pits** which are used as an organic fertilizer for the trees.
- The remaining solid waste is collected by the Howrah Municipal Corporation.

2. Liquid waste management:

- Different types of waste water are produced in the college campus. The waste water from college canteen, hostel and washrooms is safely disposed off through internal sewage system connected to the Municipal Corporation sewage line.
- The drainage systems are monitored regularly to prevent water blockage.
- The liquid waste produced mainly by the Chemistry department is generally of three categories- acidic, basic and organic solvents. The liquid wastes are collected in three different plastic containers. If possible the organic solvents are reused after fractional distillation process. Otherwise the liquid waste are diluted, neutralised and disposed off.
- **Waste water from Reverse Osmosis systems is collected** and re-used.
- Leaking taps and pipes if any are periodically checked and serviced.

3. E-waste management

- Electronic items are used to maximum capacity.
- The usable parts of the outdated computer systems are reused and the unusable parts are resold to the computer junk dealers.
- Different electrical items like fan, air conditioner are repaired by the college electrician if possible or otherwise they are disposed off by the Howrah Municipal Corporation.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**

3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

File Description	Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Response:

India has very diverse cultural, regional, linguistic and communal socioeconomic societies. The district Howrah is one of the prime examples of these diversities. As an educational Institution, it is one of the foremost responsibilities of the college to provide a platform to the students to understand these diversities and to help to build an inclusive society where these diversities are celebrated and to bring harmony and situatedness in the society. The college has organized many programmes, lectures and seminars for this purpose.

Academic Sessions	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Programmes	4	4	5	6	6

Social harmony:

- Department of History organized a special lecture on February 16, 2017 on “**Transformation of Sikhism from Pre-Colonial to Colonial Times**” and “**Prehistoric Research in Ayodhya Hills, Purulia, West Bengal: New Light on Past Human Occupation**”.
- A seminar ‘**Eternal India: Harmony and Peace**’ was organized by Philosophy department on 10.1.18. and 11.1.18.
- An Extension Lecture of Dr. Debi Chatterjee, on *Dr. B.R Ambedkar on caste and social justice* was

organised by Department of Political Science on 27.09.2018.

- An Extension lecture of Dr. Jayita Mukherjee on '**New Social Movement of India**' was organized by Department of Political Science on 24.04.2019.
- An International Webinar on "**Some Ethical Issues in Covid 19 Lockdown**" was organised in collaboration with Ramakrishna Mission Residential College, Narendrapur on 29.06.2020.
- Special online lecture on "**Kitchen Politics: Domestic Workers Unionise Kolkata**" was organised by Netaji Institute Of Asian Studies in Collaboration with Bijoy Krishna Girls' College, Howrah on 20.10.2020.

Linguistic harmony:

- **International Mother Language Day** (Bhasha Dibas) was observed on February 21 of the year 2016, 2017, 2018 and 2019.

Cultural harmony:

- The Annual socials '**Basanto Rongina**' on 29.2.16 and 01.03.16 '**Manjuparna**' on 31.3.17 and 01.4.17, '**Samriddhi**' on 23.2.18 and 24.2.18 and '**Madhumanjira**' on 30.1.19 & 31.1.19 were celebrated.
- **Basanta Utsav**' was organized in the college campus on 08/03/2019 and 07/03/2020.

Environmental harmony:

- A Seminar on "**Environment, Ecology & Sustainable Development**" was organized on 5.10.2015, 6.10.2015 and 09.10.2015 under UGC sponsored CPE consortium.
- A UGC sponsored National Seminar on "**Environment, Ethics & Evaluation**" was organized on 23.11.2015 & 24.11.2015.
- The eco club of the college '**Sabujsakhi**' celebrated its annual programme '**Bonmahatsov**' on 27.07.2016, 24.07.2017, 20.07.2018 and 17.07.2019.
- A Short Term Course on "**Mangrove Ecosystem and Its Conservation**" organised by Department of Geography, Bijoy Krishna Girls' College, Howrah in collaboration with Prasanta Chandra Mahalanobis Mahavidyalaya from 26.7.2020 to 01.8.2020.
- An International webinar on "**Biodiversity and Sustainable Development in Human Welfare**" was organized in collaboration with West Bengal Board of biodiversity on 30.07.2020 and 31.07.2020.

Communal Harmony:

- A debate on the topic "**Secularism: Current Trends**" was organized by Political Science department on 16.3.18 & 17.3.18. An Inter-college debate competition on '**Secularism to me**' held on 17.3.18.
- An Elocution Competition on the topic "**Swamiji and Religion, Swamiji and Humanism**" on the occasion of 125th year of Swamiji's Chicago Speech, was organised by NSS Unit on September 14, 2018.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Response:

ACTIVITIES:

Seminar and Conference:

- **An UGC sponsored CPE consortium “Gender on Society: Past Present and Future”** was organized on 21/08/2015, 09/09/2015 and 11/09/2015. The resource persons were Dr. Rinita Mazumdar, Affiliate professor, Women’s Studies, University of Mexico, Justice Malay Sengupta, Vice Chairman, Legal Aid Services, Shri Abir Mukherjee, Advocate, Member, Legal Aid Services. Prof, Achina Kundu, Reader, Jogesh Chandra Chowdhury Law College, Dr. Aishika Chakraborty, Director, School of Women’s Studies, Jadavpur University.
- Following the spirit of the Preamble of the Constitution and Right to Religious Freedom of article 25 to 28 the Political Science department organized a National Level Seminar with sensitization purpose, namely “**Secularism - Current Trends**” on March 16-17, 2018
- On 27.09.18 to respect Right to Equality extension lecture was organized on BR Ambedkar on Caste & Social Justice by the department of Political Science.
- Human Rights Day was observed by the Department of Political Science on 10.10.18 with a special lecture on Whose Right is it anyway-Human rights & it's reality.
- Constitution Day was observed on the Department of Political Science in collaboration with NSS on 26.11.2019.
- On 17.01.2020 and 18.01.2020 an International Conference titled "Human Rights: Contexts and Concerns" was organized by IQAC, Bijoy Krishna Girls' College, funding by Bijoy Krishna Girls' College and **West Bengal Human Rights Commission**, where the number of participants were more than 300. The conference has invoked interest among students and an attempt towards awareness of their rights and measures to be taken in cases of Human Rights Violations.

Workshop:

- Equality of sexes and prohibition of violence against women - a workshop on Sensitization against Domestic Violence was held on 17.08.19 in collaboration with **WB Commission for Women** from the

Department of Political Science.

COURSES:

- The institution offers a certificate course on **Human Values and Professional Ethics** which is organized by the Department of Philosophy and IQAC in collaboration with Ramakrishna Mission Vidyamandira, Howrah in 2019. The distribution of lecture is attached.
- Women's studies centre; Bijoy Krishna Girls College (for certificate Course) was established in July 2019 in collaboration with Women's Studies Research Centre, University of Calcutta. Another certificate course is offered by **Women Study Center (WSC)**, Bijoy Krishna Girls' College, Howrah. The objective of Women Studies Center is gender sensitization and to initiate awareness among the students. With this aim Women Study Centre and IQAC, Bijoy Krishna Girls'College planned to organize a year-long programme entitled '**Women Studies In Reality and Possibility**' in collaboration with **Women's Studies Research Center (WSRC)**, University of Calcutta. The programme is divided into two phases, namely, teaching and research. The distribution of lecture is attached.
- The various departments of the college have also conducted classes related to values and rights from the said syllabus.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Response:

The college organizes a number of national festivals throughout the year to educate the students about the integrity and diversity of our great nation. The college also organizes the birth and death anniversary of many great personalities remembering their noble work for the betterment of our nation. The college organizes special events, functions and lectures to observe days of national and international significance.

- **Teacher's Day:** On 5th September of every year, we celebrate the birth anniversary of Dr. Sarvapalli Radhakrishnan as Teacher's day. The students organize a cultural programme for the teachers and the Guru Shishya Parampara is celebrated.

- **Women's Day:** The college celebrates Women's Day on 8th March of every year to honour women and their contribution in our society and to share and discuss the importance of having equal rights and responsibilities for building a better society.

- **Republic Day:** Republic Day is celebrated on January 26th to commemorate the adoption of constitution. On this day various formal events including flag-hoisting and march-past are organized, which are followed by "constitution awareness programme" in which students and staff members are informed of their duties towards our nation and rights given to them by our constitution.

- **Independence Day:** The institution celebrates with all grandeur the Independence Day on 15th August. The members of the Governing Body, the Principal and all the teaching and non teaching staff members along with students participate in the celebration. The members of the G. B. and the Principal address the staff members and the students.

- **Yoga Day:** Yoga is an ancient physical, mental and spiritual practice that originated in India. The word 'yoga' derives from Sanskrit and means to join or to unite, symbolizing the union of body and consciousness. The International Day of Yoga aims to raise awareness worldwide of the many benefits of practising yoga. The Yoga Day celebration is held on 21st June in the college under the leadership of NSS unit of the college.

- **World Environment Day:** Every year it is celebrated on 5th June to create the awareness on environmental issues. All the students and staff of Bijoy Krishna Girls' College present on this occasion and dignitaries address the gathering in view of the theme "ekti gach ekti pran" by giving valuable message to all the staff and students. All the staff of Bijoy Krishna Girls' College takes the initiative of cleaning the campus in the view of world environment day on 5th June. Saplings are planted in and around the college with "Go Green" motto and a rally is organised to create awareness among the public.

File Description	Document
Link for any other relevant information	View Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1

Environment Consciousness

Objectives

Environment is a polycentric and multifaceted problem affecting the human existence. Progress and pollution go together; there can be no end to progress, and consequently, no escape from pollution. Pollution is the surest sufferance of industrialization. The protection of environment is a global issue and it is not an isolated problem of any area or nation. It concerns all countries irrespective of their size, level of development or ideology. Building up awareness is an absolute necessity to combat this stride of damage. It is the youth of a nation that can uphold the cause of a cleaner earth with zeal and vigor. Hence the need to build up environment consciousness.

Context

In ancient India Vedas, Upanishads and other ancient scriptures gave great importance to trees, plants, water bodies and wildlife and also to their value to human beings. There are several references to environmental protection, ecological balance, weather cycles, rainfall phenomena and related subjects that directly indicate the high level of awareness of the people of that time. People in Vedic times regarded nature and the environment in a holistic manner. In the recent times the surge of industrialization has led to uncontrolled increase in pollution harming not only the flora and fauna of the mother earth, but also air that we breathe in affecting the quality of human life adversely.

The college has very consciously engaged itself in building up the awareness in this issue and has been taking necessary steps to uphold the age old tradition of the country in revering the nature. Being situated in the heart of the city of Howrah building up a harmony between man and nature has always been even more of a challenge.

The problem of environmental pollution in an increasing small world. Every small contribution in the way of protecting and preserving the environment can save the world from its premature destruction

Practices

The following are the regular practices followed by the college

- Continuous maintenance of the splendid campus with lots of green and a small water body. The shades of the spreading branches of the large Peepal and Mango trees keep the campus cool.
- Encouraging the students and staff to plant saplings every year through Brikshyaropan by 'Sabujsakhi' club in July as a part of tree plantation programme which owes its allegiance to **Rabindranath Tagore's "Halakarshan"(1928)**
- **Internal Green-Audit** of its facilities is carried out by the students of National Service Scheme unit and Department of Botany. This trains the student to be Eco friendly
- Regular **Green, Energy and Environment Audit** has been carried out by external agency for the last three years.
- **Solar panels** were installed in the campus in 2016 to reduce regular energy consumption and the college has immensely benefitted from the reduced electricity bill.
- All electrical and electronic gadgets are constantly monitored to keep them in satisfactory working condition so that there is no energy wastage. Almost all the computer monitors in use are either **LED, LCD or TFT** types to ensure minimum usage of electricity and also to reduce the level of radiation. All lights in use are LED.
- Switching of lights, fans and other gadgets are instilled habits in all concerned.
- Care is taken to ensure that the college environment has low levels of carbon emission and low pollution levels so that the campus is healthy for all.
- The use of plastic bags is avoided in the campus and the authority has declared the entire campus as **"No Plastic Zone"**.
- Students and staff are motivated to use **jute bags or cotton bags**
- The college is declared as **'No Smoking Zone'**
- **Swachh Campus-Green Campus** is strictly maintained with support from NSS
- Several seminar/webinar/extension lectures/ workshops have been organized during to strengthen the awareness in collaboration with **Asian Youth Centre Prasanta Chandra Mahalanobis Mahavidyalaya Clarkson University, USA & Cytogenetics and Genomics Research Unit, Dept of Zoology, University of Calcutta**

Evidence of Success (209)

The growing concern that increase in economic activities in general is leading to environmental degradation especially in urban areas has motivated the college to undertake all the above stated activities. This college believes that the sensitizations and practice of good environmental manner will improve the present environmental condition. It also maintains that college students as a community whose behavior and willingness to adopt environmentally sound policies will become a dominant force for sustainable environment in urban areas.

An online survey was carried out by the college through a random sampling process with 1811 respondents spread over students from the last five year to assess the effect of the college initiatives on their environmental behavior, and analyze the correlation of some factors towards environmental awareness. The results suggest that good environmental awareness and behavior has been instigated amongst them through the various practices in college. It has helped them to built up a habit of turning off computers when they are not being used to save energy, reducing single-use-plastic bags, using alternative for plastic such as paper/cloth bag, and participating in environmental programmes like planting saplings in their neighborhood.

Problems Encountered and Resources Required

Even though there has been a considerable increase in the level of awareness amongst the students, this has not found a wider horizon. Sensitization is needed at various levels to actually make any policy regarding environment effective. Students alone can not achieve the desired outcome as they face hurdles at every step. There is also a dearth of land area in and around the college campus because of its purely urban location. Therefore the scope of planting saplings to increase greenery becomes restricted.

Government measures play a crucial role in protecting the environment, but it is also necessary that help should come from NGOs who are working on environmental issues, social activists and Social Work professionals. This college will keep up its effort to pave the path towards environmental sustainability and hope that even its little contribution will help in making the world a safer place to live.

Best Practice II

Nurturing The Young Minds

Objectives

Thinking out of the box is what changes the life of a whole institution as well as individual stake holders. Properly guided vibrant inquisitive minds can boost the educational atmosphere of the college and generate social soft power for universal growth. Over the years the higher education institutions have evolved as centre for socio-economic, political and cultural reformations along with education that add value to human life. It is the girl student who deserves priority in this process of enhancement of human capital. Opening their vistas into a global arena could bring about a sea change in their future.

Context

Bijoy Krishna Girls' College, Howrah, is situated at a prime urban location very close to Howrah Station and the Main Bus Terminus that serve as linkage to its hinterland. Students come from towns and villages of the neighboring districts and are mostly from constrained economic background. They are the promising dreamers possessing incredible potentials that could be transformed into a tangible accomplishment. However often their qualities go unnoticed and they are delegated to mediocrity. Their societal, financial, political and other personal forces often act as big hindrance in the way of their self realization. This is more so as a girl child is often relinquished to the background. The college has for the last few years providing them a platform by building up their confidence and a sense of belief that their opinions and choices matter and they can achieve extraordinary feats. In congruence with the mission of the college to

emancipate the girl student and in following the vision to help them to cultivate and excel in their academic endeavor, sincere efforts are made by the college as one of its best practice to encourage them from '*Hope to Motivation to Ambition*'.

Practice

Some of the practices that are carried out to motivate the girl student to conquer the impediment and outshine are

Seminars and Poster Presentations

The college organizes International/National seminars regularly. These seminars are platforms for scholarly deliberations from erudite academicians and gives an opportunity for teacher scholars to interact. As an encouragement to the UG and PG students a session is always allotted for them. Some examples are given below

1. Presenting Posters and Papers at UGC sponsored CPE consortium Phase II, Inter Departmental Student's Seminar, "Environment, Ecology & Sustainable Development", "Facets of Basic Sciences & Applications" and "Economic Theory & Development Economics".
2. Secularism: Current Trend was organized by Political Science. Inter-college competition on 'Secularism to Me'
3. Workshop to recruit women undergraduate to pursue studies in STEM, was organised by U.S. dept of State for a period of six months. Students from various Science Departments were selected for the same.
4. 50 Years of Department of Commerce : Workshop on CV Writing & Online Computer Management on and from 11.9.19 to 16.9.19
5. M. Com students were selected to participate in experiential learning with students from other Indian University & Business School of USA –Chain of Change---and receive certificate of participation as an internationally recognized entrepreneurship mentor
6. Two weeks International Student Development Programme on Advance Learning and Career Guidance, Organised by IQAC & Department of Zoology, in association with Clarkson University, USA & Cytogenetics and Genomics Research Unit, Dept of Zoology, University of Calcutta Micro teaching

Following the Guidelines of UGC the college has started Microteaching by the students from 2016. Senior batches of students take classes of the junior batches. This allows a better grasp of the subject for students who teach and builds up their confidence about their capability.

Use of ICT Getting acquainted with the computer, using a laptop and projector for presentation is widely encouraged and practiced by every department.

Alternative path

Skill enhancement courses are aimed to motivate students to develop an acumen and to augment their positive skill. This course is over and above their regular programme. Through effective **skill enhancement**, the students become more capable, competent, and confident in their performance, and are better able to reach their goals.

Extracurricular Activities

Activities like sports, music, drama and others can motivate the student as well as prioritize their all-round development.

Evidence of Success

The support and motivation from the college is working greatly as is evident from the fact that the students from the **STEM** group were given opportunity to represent in an august gathering including the US Consul at the USIS. A wide media coverage of this programme proved the success of the effort of the college

The students selected in the **Chain of Change** programme stepped out of their normal boundaries to make presentations to a Global audience on **Small Business Entrepreneurship** in India under the aegis of Calcutta University. They were trained in the fundamental concept of Entrepreneurship and were engaged in mentoring a business guided by experts from India and USA

The motive for the programme **Women for Women** was to teach Supporting Each Other to Build Sustainable Careers. These kind of trainings acts as moral booster. Students are venturing into newer avenues. A career of a police officer which some years before were unthinkable have now become a source of pride.

The skill enhancement certificate courses have trained the students in hands on method and have helped them to visualize the ground reality in a working atmosphere.

Problems Encountered

To encourage girl students to break the glass ceiling is not an easy job. More so if the students come from conservative and restrictive families. Another major problem is communicative skill. Also staying beyond class hours become a hindrance for them as most of them travel by local train at scheduled times. The pandemic has also been a big problem to address. The students coming from economically challenged family were already facing issues regarding phone data prices for just the regular classes. Any additional online class was a burden for them.

However the college is trying to deal with the critical situation and has all the courses free for those who have applied. A future plan is there to attract more students with courses like Entrepreneurship Development and Hospitality Management.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Response

With an endless dream of exclusive education for girls in the district of Howrah, West Bengal, **Bijoy Krishna Girls' College** was established just fifteen days ahead of the country's independence by **Prof. Bijoy Krishna Bhattacharya**. He was a true visionary, an empathetic educationist, and a benevolent person whose timeless effort, dynamic thinking and sunny, calm tone made it possible to offer a generous gift to the girls of not only Howrah and the adjacent districts but also of the remote corners of the country. It was unquestionably a hard time for the girls and their parents as well, to imagine a life beyond the four walls of house, to think beyond what is given in the daily household activities, to fantasize a personal world of knowledge in the conservative framework of conventional societies. Girls were sent to schools which were specially made for them and were allowed to study till the parents arranged for their marriage. In many cases parents were rather hesitant about sending their children for higher education due to the dearth of Girls' colleges in the district. The unavailability of Girls' college initiated the new venture of establishing a college at the heart of the city of Howrah, which would ensure ease of communication with its proximity to the well-known railway station Howrah, and the availability of essentials for its excellent location in the municipal area. **Howrah Girls' College** (formerly known) started its journey with a very few girl students in a school building near Shibpur, Howrah from **August 1, 1947**. Prof. Bhattacharya, as a founder Principal of the college, with his utmost effort and enthusiasm, established the new college building within a short period. The college was then affiliated to **Calcutta University**, for the Intermediate and Graduate Courses and has become an esteemed institution for Honours and General Courses for Arts, Science and Commerce faculties.

Growth and development are the key words of this Institution. From the day of its inception, a continuous flow of betterment made the institution profoundly dynamic and challenging in every academic and infrastructural domain. Along with the increasing demand of academic varieties and scholarly needs, many new undergraduate honours (20 courses till now) and general courses (6 courses till now) and five post graduate courses have been included in the curriculum. Due to the growing number of students with every academic session, infrastructural changes like additional buildings and class rooms have been developed. New set-ups of office, library, auditorium, hostel, science laboratories, computer centre, Women study centre have been constructed.

The **academic excellence** is also an area which demands attention. The students with their abilities and potentialities show remarkable progress in different fields of knowledge. The students are performing well in each type of academic courses. These are the university rank holder in the last five years.

Name	Department	University Rank	Year
Haimantika das	Chemistry	2nd	2017
Rama Mal	Philosophy	2nd	2017

Priti Das	Computer Science	1st	2020
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Keeping pace with the modern era of education, students are also given the opportunities to enhance their abilities through some **skill development courses - e-Commerce, Computer Datacare, Industrial Microbiology, Spoken English, Handicrafts, Performing Arts, Media Studies**. The students are also guided to operate computerized appliances and apparatus, being trained to attend on-line classes, to collect and organize course materials through various portals, and above all, to appear for the online University Examinations in the difficult pandemic time. They are now able to deposit fees through on line mode right from admission to examination, hostel fees and every other monetary transaction, including the access to library facilities.

The students have also the facilities of being the part of extra- curricular activities encouraged by the college. Good number of students takes part in Annual Social and Annual Sports of the college every year. There are cultural competitions of Music, Dance, Essay writing, Painting, including several group performances. There are **Eco club 'Sabujsakhi' and BKGC Science Club** to introduce some essential knowledge about the nature. **The registered NSS unit of the college organizes several social programs every year where student's participation is appreciably significant. The involvement of the students makes them effectively experienced with practical data during the time of natural catastrophe like Amphan of last year and during the relief work of lockdown.** The students are benefited with the exposure to real world crisis which would in turn develop the knowledge of social awareness and feeling of effective social living.

Keeping in mind the Health and Hygiene issues in its course of development, Bijoy Krishna Girls College provides the facilities of certain Health Programs every year. **The Mental Health Day** is being celebrated every year. There is a regular **Yoga, Karate** class for teachers and students, **health camp** for students and teachers, different workshops of self defense take place. **Psychological Counselling 'Aalo'** provides assistance for dealing with the personal and academy related psychological discomfort. The college has also a **Diet club** to give advice for proper diet.

Bijoy Krishna Girls as an academic institute with its all associates believes in the overall development of the students. Academy reaches the apex of success when the learners touch the highest peak of achievement in every aspect of life may it be personal, vocational, social and cultural.

The glittering faces of the enormous efforts are the ex-students who are making the college proud.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Bijoy Krishna Girls' College, Howrah, with its humble beginning under the tutelage of a visionary Sri Bijoy Krishna Bhattacharya on 1st August 1947 blossomed into the largest girls' college of the states. Since its inception the college has been steadily surging ahead adapting to the changes in the world around it but invariably retaining its core values of service, integrity, discipline and decency. Over the years there has been a conscious effort on the part of all involved to attain an outlook that is an ideal mix of tradition and modernity, discipline and freedom that is essential for the holistic development of our students. The college has sought not only to form and inform but also transform the students by attempting to work a wondrous alchemy of change and purification in young minds. There has always been an effort to enhance the quality and scope of its educational initiatives.

Impact of Corona Virus from March 2020 and consequent lockdown came as a sudden jolt which affected the smooth running of the college. Through the continues commitment and dedication of teaching and non teaching staff the college very soon adopted to 'New Normal System'. Gradually online class started on different virtual platform till the LMS was intrudes and departmental E-mail ID were created for every teacher to facilitate the classes as per routing. Departmental and others important meetings were all held online. Several national international webinar were held in to enrich the academic mind. Regular internal assessment were carried out through college portal and other platforms. All administrative work slowly geared up in online mode. Infrastructure augmentation and repair work under RUSA 2.0 grant also picked up and all work was completed by October 2020.

Concluding Remarks :

The institution believes that its glory lies in the success of its students and in their achievements. There has always been an effort to optimize the balance between the traditional and modernism along with quality higher education and provide its students with clean and fresh ambience in which young women from diverse backgrounds may interact and develop into well-informed, socially-aware, mature and responsible citizens of a vibrant republic. In its never ending effort to achieve the best the college has been complementing the academic activities with co-curricular pursuits such as debates, quizzes and cultural programs which help the students to unfurl the petals of their creativity and blossom into well-rounded personalities. Extension activities such as excursions, both centrally organized and departmental, along with humanitarian outreach programs are provided for teaching students to accommodate viewpoints other than their own. Aware of the practical ends of education the college has always organized career-counseling and placement-assistance programs for students in collaboration with well-known companies in order to equip them for the wider world awaiting them. So many of our students have reached the highest echelons of the society. With an inspirational heritage and a basket of success stories under our umbrella we now strive to achieve a grade of excellence through NAAC.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 09 Answer after DVV Verification: 29</p> <p>Remark : Based on the certificate from Principal, no of CBCS program is 29</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>08</td><td>06</td><td>06</td><td>04</td><td>04</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>06</td><td>04</td><td>04</td><td>04</td><td>04</td></tr></tbody></table>	2019-20	2018-19	2017-18	2016-17	2015-16	08	06	06	04	04	2019-20	2018-19	2017-18	2016-17	2015-16	06	04	04	04	04
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08	06	06	04	04																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
06	04	04	04	04																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>102</td><td>37</td><td>34</td><td>61</td><td>81</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>102</td><td>37</td><td>34</td><td>61</td><td>66</td></tr></tbody></table>	2019-20	2018-19	2017-18	2016-17	2015-16	102	37	34	61	81	2019-20	2018-19	2017-18	2016-17	2015-16	102	37	34	61	66
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102	37	34	61	81																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
102	37	34	61	66																	
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p>																				

2)Teachers

3)Employers

4)Alumni

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

2.1.1 **Average Enrolment percentage (Average of last five years)**

2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1306	1415	1307	1428	1450

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1306	1415	1305	1431	1450

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
304	198	269	296	268

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
304	288	269	296	268

2.3.3 **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. Number of mentors

Answer before DVV Verification : 62

Answer after DVV Verification: 59

2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>37</td> <td>36</td> <td>32</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>37</td> <td>36</td> <td>32</td> <td>32</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	42	37	36	32	32	2019-20	2018-19	2017-18	2016-17	2015-16	42	37	36	32	32																				
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2.6.3	<p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Number of final year students who passed the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 974 1046 1108"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1236</td> <td>998</td> <td>952</td> <td>1045</td> <td>974</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1187 1046 1321"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1236</td> <td>998</td> <td>952</td> <td>1045</td> <td>1045</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1440 1046 1574"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1241</td> <td>1241</td> <td>11206</td> <td>1240</td> <td>1119</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1653 1046 1787"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1241</td> <td>1241</td> <td>1206</td> <td>1240</td> <td>1119</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1236	998	952	1045	974	2019-20	2018-19	2017-18	2016-17	2015-16	1236	998	952	1045	1045	2019-20	2018-19	2017-18	2016-17	2015-16	1241	1241	11206	1240	1119	2019-20	2018-19	2017-18	2016-17	2015-16	1241	1241	1206	1240	1119
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2019-20	2018-19	2017-18	2016-17	2015-16																																					
1241	1241	1206	1240	1119																																					
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 34 Answer after DVV Verification: 36</p>																																								

5.2.1

Average percentage of placement of outgoing students during the last five years**5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	14	04	05

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	13	05	05

5.2.3

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	08	07	01	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
28	08	07	01	02

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	10	07	01	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
28	10	07	01	02

Remark : For 5.2.3.1, HEI input of 2019-20 is edited to 28 instead of 20 based on HEI clarifications and for 5.2.3.2, HEI input of 2019-20 is edited to 28 instead of 22 since the number passed is 28 and hence number appeared has to be 28.

6.3.2 **Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
65	08	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13	14	0	0	0

6.3.3 **Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
04	01	01	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	01	01	00	00

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	11	12	15	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	12	10	03

6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>09</td> <td>09</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>29</td> <td>29</td> <td>26</td> <td>25</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	10	10	10	09	09	2019-20	2018-19	2017-18	2016-17	2015-16	29	29	29	26	25
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	10	10	09	09																	
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29	29	29	26	25																	